

# INSPECTION REPORT

## WINTERTON C OF E INFANT SCHOOL

Winterton

LEA area: North Lincolnshire

Unique reference number: 118020

Headteacher: Mrs Marylyn Bunton

Reporting inspector: Mrs. Mary Speakman  
21581

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> November 2001

Inspection number: 194610

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant (with nursery)
School category:	Voluntary controlled
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	West Street Winterton Scunthorpe North Lincolnshire
Postcode:	DN15 9QG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr. Patricia Webster
Date of previous inspection:	17 <sup>th</sup> –20 <sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21581	Mrs Mary Speakman	Registered inspector	Science Art and design Music Areas of learning for children in the Foundation Stage	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11229	Dr Michael Freeman	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 parents?
20230	Mrs Jenny Clayphan	Team inspector	English History Physical education Religious education Equality of opportunity	How good are the curricular and other opportunities offered to pupils?
28011	Mr John Porteous	Team inspector	Mathematics Design and technology Geography Information and communication technology Provision for pupils with special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Winterton Church of England Infant School is in the small town of Winterton, Lincolnshire. There are 147 pupils in the main school and 43 children attend the nursery on a part time basis and 16 full time. Thirteen per cent of pupils are identified as having an entitlement to free school meals, which is below average for an infant school. Nineteen per cent of pupils have special educational needs, which is about average for an infant school. Two children in nursery and three pupils in the main school have statements of special educational need. The majority of pupils on the special needs register require additional help with the learning of basic skills, a few have emotional and behavioural or speech and communication difficulties. Nearly all the pupils come from a white British heritage and all speak English as a first language. Children enter the nursery during the school year in which they are four. Overall, their attainment on entry to the school is average.

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

Winterton Infant School cares very well for its pupils and provides a most positive climate for learning. This is a good school with some significant strengths. Standards achieved by the pupils in many subjects, including English and science are above average. Teaching is good overall and is particularly effective in reception and Year 2. Leadership and management of the school are very effective. The school provides good value for money.

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

- Standards in English, science, information and communication technology (ICT), art and design, music, physical education and religious education are above average at the end of Key Stage 1.
- The caring and supportive school climate meets the needs of the pupils very well.
- The headteacher, deputy headteacher and governing body work in close partnership, giving very effective leadership and there is a very strong commitment on the part of the staff to provide the best they can for the pupils and to improve the school further.
- The pace of learning in reception and Year 2 is very good because of the very high standard of the teaching.
- The school's very good provision for moral development is instrumental in promoting pupils' very positive attitudes to school and their very good behaviour.
- There are very effective links with parents and their involvement in the work of the school makes a considerable contribution to their children's learning.

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

- Some lessons in Year 1 move at a slow pace and they lack challenge, particularly for the higher attaining pupils.
- The co-ordinators of science, history, geography, physical education and design and technology do not have enough opportunity to monitor pupils' work through observing teaching and learning and sampling pupils' work.

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

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

The school has made a good level of improvement since its last inspection in March 1997. The revised approach to the teaching of number, particularly mental mathematics, is helping to improve standards. Tracking of pupils' achievements indicates that standards are predicted to rise further over the next two years. Time in physical education and in the nursery at snack time is used more efficiently and the pace of learning for the older, higher attaining pupils is good. At Year 2 the higher attaining pupils are identified and set individual targets for achievement. However, there is still a need to challenge pupils at Year 1 to the

same extent as in Year 2. The design and technology curriculum has been reviewed and topics devised ensure that pupils are now taught the necessary skills in a logical order.

## 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	B	B	B	B
Writing	C	B	B	B
Mathematics	D	C	E	E

Key	
well above average	A
above average	B
average	C D
below average	
well below average	E

*The Foundation Stage applies to children from the age of three to the end of the reception year. Key Stage 1 applies to pupils in Years 1 and 2.*

The standards achieved in National Curriculum tests vary from year to year. In reading and writing, the overall picture is one of improvement at a rate that is in line with the national trend. Standards in mathematics are improving but because the school did not achieve well at the higher level (level 3) in the 2001 tests, the overall standard declined to well below the national average. Scores in the 2001 tests were lower than in 2000 but there were many more pupils with a high level of special educational need in this group. Standards in mathematics seen in the school are higher than those indicated in the 2000 tests. This is because pupils are beginning to reap the benefits of the radical changes made to the teaching of the subject, including the teaching of Year 2 in ability based classes. This strategy was not able to be maintained for the whole of last year because of staffing difficulties. Standards seen during the inspection in English reflect those indicated in the tests overall. Standards in science are above average and, throughout Key Stage 1, pupils achieve well. Pupils achieve the expected standard in design and technology, history and geography. They achieve standards that are above those expected in ICT, art and design, music, physical education and religious education. Girls' results have been higher than boys in tests over the last three years. During the inspection, no significant difference was noted in the achievement of boys and girls. Children in the Foundation Stage make a secure start to school life, make very good progress and achieve many of the Early Learning Goals during their year in reception. Pupils at Key Stage 1 make good progress overall, although progress at Year 2 is faster than at Year 1. This is particularly the case for higher attaining pupils, who sometimes are not sufficiently challenged in English and mathematics in Year 1. There is a good level of challenge for these pupils at Year 2 in most subjects, although sometimes in science they could tackle tasks that are more demanding. Pupils with special educational needs make good progress. They receive effective support from teachers, learning assistants and voluntary helpers, especially in literacy and numeracy lessons. Pupils are set realistic targets to achieve and, in the main, these are met.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to come to school and to learn. They enjoy their work. They respond very well to their teachers.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour is impeccable both in the class, around school and in the playground.
Personal development and relationships	Relationships are good, both among pupils and between pupils and adults. Pupils undertake duties in class and around the school sensibly and conscientiously. They show a good level of responsibility when they work independently in groups.
Attendance	Attendance is good.

## TEACHING AND LEARNING

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

*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.*

The quality of teaching is good overall with some particular strengths in teaching in reception and Year 2. Throughout the Foundation Stage, children consistently have a stimulating and varied range of activities. The very good relationships between staff and children motivate children to achieve well. Teaching in Key Stage 1 is good overall although more very high quality teaching was seen in Year 2. This is because Year 1 teachers do not always expect enough of the pupils, do not make it clear to them what they want them to have learnt by the end of the lesson and the activities provided do not always challenge the higher attaining pupils. The teaching of English and mathematics is good and literacy and numeracy skills are being developed well. Literacy skills are particularly well used across many subjects.

The school meets the needs of all its pupils well. Teachers are aware of the need to challenge boys to do well and they make sure that they are fully involved in lessons. Targeted questioning and careful organisation of groups are just two of the effective strategies used to motivate and involve boys. Pupils with special educational needs are taught well, they are included in all aspects of the lessons, especially in discussions. Teachers take time to allow pupils who find it difficult to express themselves to take part and so make significant contributions to whole class sessions. The quality of pupils' learning throughout the school is good. Pupils try hard and are interested in their lessons. They are proud of their achievements and mostly make good progress, although in Year 1 some pupils are capable of achieving more.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The range of learning opportunities in the Foundation Stage is very good with particular strengths in reception. At Key Stage 1, the school provides a broad curriculum. Many subjects are further enhanced by visits to interesting places in the locality.
Provision for pupils with special educational needs	Good. The school is careful to include pupils with special educational needs in all curriculum activities and lessons. Learning assistants and other adults give effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with provision for moral development being very good. Teachers are very good role models and have high expectations of pupils' behaviour. Respect for all is very well promoted. Spiritual development is good. There are carefully planned opportunities for reflection during assemblies and at the end of morning and afternoon school. Cultural development is good.
How well the school cares for its pupils	The school cares for the personal and educational welfare of its pupils very well. There are good procedures in place for monitoring pupils' educational and personal development and these findings are well used to improve the curriculum.
How well does the school work in partnership with parents	The school has very effective links with parents and provides them with a wide range of information about their children's progress and what is happening in the school. A good number of parents give regular and effective help in school and their assistance is valued by staff.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school is very effective. The headteacher provides very good leadership. She is well supported by a hardworking and efficient deputy headteacher. The school has a good number of teaching and support staff to meet the demands of the curriculum.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its role very effectively. Governors are very well informed and have an excellent understanding of the strengths and weaknesses of the school. Governors bring a wide range of expertise to their various roles and play a crucial role in the monitoring and development of the school's effectiveness.
The school's evaluation of its performance	The evaluation of the school's improvement is good. The wealth of assessment and test data is used well to evaluate pupils' progress. The monitoring of teaching by headteacher and senior staff is well organised and effective. However, some co-ordinators of National Curriculum subjects need more time to monitor the quality of teaching and learning in their subjects in order that they can identify priorities for development in their subjects more precisely.
The strategic use of resources	Good. Teaching and support staff are deployed effectively. The school makes good use of its teaching resources. Spending is closely linked to the school's priorities for development. Available funds are used well, and expenditure in both the short and long term is carefully planned. There are detailed plans for use of the current underspend in the next financial year. The principles of best value are applied thoroughly.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Teachers have high expectations of pupils.</li> <li>• The school helps pupils become more mature and responsible.</li> <li>• The school is well managed and led.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like more information about their child's progress.</li> <li>• A few parents would like to see a wider range of activities outside lessons.</li> </ul>

Parents have very positive views of the school and in the main the inspectors support these views. Whilst teachers always have high expectations of pupils' behaviour, there are times in Year 1 when teachers' expectations of what pupils can achieve could be higher. The inspectors judged that information about pupils' progress and the provision for additional activities outside lessons were good.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery at the beginning of the term in which they are four. When they enter the nursery, their levels of attainment cover a broad range although generally they are what is expected for their age. Children make good strides in their learning in nursery. This pace of learning speeds up in reception where progress in many aspects of the Early Years curriculum is very good. At Key Stage 1, the rate of progress slows in Year 1 because teachers' expectations of what pupils can achieve are not high enough. In Year 2 progress accelerates again and by the time they leave the school, overall pupils are achieving above average standards in many aspects of the curriculum.

2. The nursery provides children with a wide range of learning experiences which enable them to make good progress towards attaining the Early Learning Goals. This is particularly the case in their personal, social and emotional development and in spoken English. When children join reception, assessments indicate that their attainment in communication, language and literacy and some aspects of mathematical development, is slightly higher than average. By the end of their time in reception many children have exceeded the Early Learning Goals in personal, social and emotional development as well as in communication, language and literacy and have met them in all other areas of development. Children make particularly good strides in literacy and numeracy because of the high expectations of the staff who work with them and the very high quality of much of the teaching they receive.

3. In the 2001 National Curriculum tests, seven year old pupils' results in reading and writing were above the national average with a higher percentage than is usually seen achieving the higher level (level 3). These reflect the standards seen in the school during the inspection. The trend in scores over the last four years, in reading and writing, although rather erratic, is, overall, one of improvement in line with the national trend. In mathematics, there is more variation in standards from year to year. In some years, national averages are met, in others they are not. Overall, test results in 2001 were not as high as in 2000, but the group that took the test and tasks had a higher number of pupils who had high levels of the special educational need and the strategies the school had put in place for raising standards in mathematics were disrupted by staffing difficulties. In mathematics, pupils' results are well below the national average. This is because although the number of pupils attaining the expected level (level 2) is similar to the national average, too few pupils attain the higher levels (level 2A and 3). The school is aware of the need to improve standards in mathematics and has introduced a range of strategies including, in the current school year, the teaching of pupils in ability based groups at Year 2. This approach to the teaching of numeracy is beginning to have a positive impact on standards and during the week of inspection, standards seen were average. In science, teacher's assessments in 2001 indicate a standard that is, overall, close to the national average. Standards seen in the school were higher than this. This is because the pupils taking the 2001 were a different cohort who had a higher number of pupils with a high level of special educational need than the current year group. Standards achieved at the higher level ( level 3) in science teacher assessments were above the national average. The school's target setting predicts that results in tests should rise again at the end of this school year; standards seen during the week of the inspection support this view.

4. In the 2001 tests, girls achieved better than boys in reading, writing and mathematics did. Taking scores over three years, girls do better than boys in all three tests. The school is

aware of these differences and monitors each pupil's progress very carefully. There was no significant difference in the attainment of boys and girls seen during the inspection.

5. By the end of Key Stage 1, pupils' attainment in English is above national averages. Throughout the key stage, pupils listen attentively and the majority speak fluently, using an increasingly widening vocabulary as they get older. Pupils read well and with enjoyment. By the age of seven, pupils write well for a wide range of purposes and have good opportunities to write independently across many subjects. Spelling and punctuation becomes more accurate as they move through the key stage and older pupils benefit from the weekly writing lessons where they are grouped by prior attainment.

6. In mathematics, pupils make satisfactory progress in Year 1 and the progress accelerates further in Year 2 because of the consistently high quality of the teaching and the opportunity for working in ability based groups each week. By the end of Year 2, pupils have an understanding of number facts but they are not so adept when required to apply that knowledge to solving number problems. By the end of the key stage, pupils have received a broad experience of mathematics. They undertake simple measurement of length and weight and have good experience of two and three-dimensional shape. They learn to classify shape by different criteria such as the number of angles or whether the sides are straight or curved. They are able to produce block graphs and other diagrams to show their findings in mathematics and science.

7. In science, at the end of Key Stage 1, standards are above the national averages. Pupils have a good understanding for their age of the importance of making their tests and investigations fair. They express their findings in a range of forms including grids, graphs and factual writing. Pupils have a thorough understanding of the work they have covered and in particular their understanding of materials and their properties is good for their age.

8. In ICT, religious education, art and design, music and physical education, standards towards the end of Key Stage 1 are higher than national expectations. This is an improvement since the last inspection when standards in these subjects were judged to be similar to national expectations. In ICT, pupils are very confident in their use of computers to solve a range of problems in other subjects. In art and design, pupils experiment with a wide range of media. Their finished pieces of work show imagination and a high level of skill for their age. The development of pupils' drawing skills has benefited from the additional attention this aspect has received since the last inspection. In physical education, pupils move with good control for their age and approach their work with good concentration and imagination.

9. The high standards seen in music at the time of the last inspection have been maintained and remain above national expectations. By the end of the key stage pupils perform competently with a range of percussion instruments. The singing of all pupils is of a particularly good quality and always a delight to listen to.

10. Pupils with special educational needs make good progress towards the targets in their individual education plans. There is an effective system to help teachers identify pupils who may be experiencing learning, emotional or behavioural difficulties. Teachers are well supported by learning assistants and voluntary helpers when they work with pupils. Adults have good knowledge of the difficulties experienced by pupils and help them to understand written tasks, especially in literacy and numeracy lessons. The school receives good quality professional support whenever it is needed, sometimes before a child experiencing difficulties enters school. Individual education plans are adequate but sometimes the targets set lack the kind of detail that helps pupils to make small but essential steps.

11. The school uses the information from assessments made when children enter the reception class to set targets to be achieved by the end of Key Stage 1. These predictions are realistic. They are regularly checked against pupils' actual progress and their performance in various assessment activities. They are adjusted accordingly. In the National Curriculum tests, in 2001, that pupils' attainment very closely matched those targets set

12. Since the previous inspection, the school has worked hard to implement the requirements of the National Literacy and Numeracy Strategies and this has had a positive impact on standards in reading and writing and mathematics. Standards in mathematics, although not as high as in English, are rising. The last inspection judged that higher attaining pupils, particularly in Year 2, did not always work at a fast enough pace. The school has addressed this issue, by identifying the higher attaining pupils in Year 2, and setting them individual targets for achievement. This has been particularly successful and these pupils make good strides in their learning. However, at Year 1, in some lessons, higher attaining pupils could make greater progress if the activities they were set were more challenging. When extension activities are built into lessons at Year 1 they too respond well and make good progress in their learning.

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

13. The previous report commented on the good attendance, good behaviour and positive attitudes to school and the very good relationships present amongst the pupils. This continues to be the case.

14. The attitudes to learning displayed by pupils are very good and a strength of the school. Pupils are eager to learn, enjoy coming to school and work hard and diligently. They co-operate well with each other and take a pride in their work. They respect the school building and its equipment; there are no graffiti or litter present and pupils move around the school in a safe and orderly manner.

15. Pupils' behaviour is very good overall and is another strength. Pupils care for each other, play together well and present a well balanced, harmonious community to the world. They respect each other's feelings and have a good regard for different beliefs others may have. A parent commented that the school was really a 'family school' where everyone behaved well and where good behaviour was rewarded and encouraged constantly. Rewards such as 'stickers', 'worker of the week' and reward assemblies all help to maintain and buttress this high standard of behaviour. There have been no exclusions in the school's history. The absence of bullying and racism is notable. Pupils know what to do if they are subject to any bullying behaviour and they are supportive of each other. They show good, caring and friendly relationships with each other and with adults. Pupils undertake responsible tasks, such as register monitor, eagerly. Pupils support several local and national charities, for example for Comic Relief.

16. Attendance is good and, at 94.4 per cent, above the national average. Pupils are eager to attend school and there is very little lateness. Occasionally, the bus system will fail to deliver some pupils on time due to weather or traffic conditions but this is a rare occurrence.

17. The very good behaviour, attitudes and relationships of the pupils contribute significantly towards creating a calm and productive learning environment.

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

18. Taking account of the teaching observed during the week of the inspections and the findings of the scrutiny of pupils' work and teachers' planning, the quality of teaching is good overall.

19. Of the teaching observed, ninety eight per cent was satisfactory or better. Of this, fifty five per cent was judged to be good with twenty four per cent being very good or excellent. Two per cent of teaching (one lesson) was judged to be unsatisfactory. These are similar findings to those of the last inspection although there has been an improvement in that there is now less unsatisfactory teaching. Since the last inspection, the school has addressed the key issues related to the quality of teaching so that time is now used more effectively. Improvements have been made to the organisation for physical education and to the arrangements for refreshment time in the nursery. Children in nursery now take their refreshments in small groups, supervised by a member of staff and this is a useful social occasion. In physical education, time is used efficiently and in the lessons observed during the inspection, not a moment was wasted. New skills are now taught systematically both in art and design and in design and technology. The concern about the level of challenge for the higher attaining pupils in Year 2 has, to a great extent, been resolved. However, the teaching at Year 1 sometimes does not have the pace and rigour that is seen elsewhere in the school.

20. The quality of teaching for children in nursery is good and in reception, it is very good. In the nursery, the staff have a good understanding of the children's personal and learning needs. They provide a wide range of interesting and purposeful activities which enable children to make good strides in their learning particularly in the areas of communication, language and literacy and personal, social and emotional development. This pace of learning is built on very well in reception where teaching is usually of a very high standard indeed. Teaching in reception is shared by two part-time teachers who both have a very good understanding of the needs of children of this age. There is a very high level of consistency of teaching styles between the two teachers and they are equally skilful at inspiring the children to learn and in providing very well planned activities. Nursery and reception staff have undertaken the long term planning of the curriculum together and this ensures consistency of experience for the pupils across the whole Foundation Stage

21. At Key Stage 1, teachers have a good level of subject expertise in most subjects. Good use is made of the music co-ordinator's expertise to give pupils from all classes additional opportunities for singing in the school choir. Teachers' subject knowledge in design and technology not as good as in other subjects and teachers do not give pupils the opportunities seen in other subjects to evaluate the quality of their work.

22. The teaching of literacy and numeracy is good. Teachers have a good understanding of the National Literacy and Numeracy Strategies. Lessons are planned in outline for half a term and then in more detail for each week. In both literacy and numeracy the needs of less able pupils and those with special educational needs, are well served by the planning and provision of tasks which are carefully matched to the learning needs of these pupils. Pupils benefit from the effective support provided by the learning assistants. The needs of the higher attaining pupils are well served in Year 2 by the challenge that is given to these pupils during lessons and by the organisation of ability based groups for the teaching of writing and numeracy once a week. During a literacy lesson in Year 2, the higher attaining pupils were expected to get on with their work at a fast pace and did not receive or need the high level of support that less able pupils were given. The teacher reminded them from time to time of what they were expected to achieve by the end of the lesson and was well rewarded. They produced well-written pieces with interesting vocabulary. They were rightly proud of their achievements and during the final minutes of the lesson shared their writing with classmates, whose comments on the quality of their classmates' work were positive. For example: "I liked her writing because it had lots of exciting words in it." In Year 1, however, higher attaining

pupils are not always as effectively challenged. For example, numeracy lessons do not always have the pace that challenges these pupils and opportunities are sometimes missed to evoke an excitement in mathematics that is seen in the better lessons.

23. At Key Stage 1, lesson planning is good. Teachers' detailed lesson plans are based on longer term plans. Comments made by teachers on their planning sheets help them to adjust their lessons when necessary to make sure that pupils have fully grasped new ideas. Teachers' marking of pupils' work is conscientious and up to date. However, it is usually restricted to indicating that what pupils have done is correct and occasionally on how well pupils have done. Marking undertaken by the deputy headteacher is particularly helpful in telling pupils what they need to do next to improve or move on to the next stage of learning.

24. Pupils with special educational needs are taught well. Teachers are careful to include them in discussions, especially those at the beginning and end of literacy and numeracy lessons. Teachers take time to allow pupils who have difficulties in expressing themselves to make significant contributions to whole class sessions. However, during some sessions, especially those at the beginning of literacy and numeracy lessons, learning assistants are not sufficiently involved in supporting pupils' learning, for example by helping them to formulate ideas or questions. Teachers prepare work that enables pupils to succeed most of the time. The relationship between adults and pupils is mutually respectful and this allows pupils to attempt new work without being afraid to fail.

25. Teachers' expectations of what pupils can achieve are high in reception and Year 2 but not as much is expected of them in some lessons in Year 1. Where expectations are high pupils respond very well and work with good pace and enjoyment. Pupils are expected to settle quickly and to produce neat and well-presented work, which they generally do. At the start of a Year 2 literacy lesson, pupils were given reminders about the importance of accuracy of spelling and punctuation. They were given time targets in which to complete their work and reminders about this target as the lesson progressed. This setting of such targets had a positive impact on the effort the pupils made. They all tried very hard to fulfil the teachers' expectations and worked diligently to achieve a good level of work within the time allowed. At the end of the session, pupils shared their work with the class and it was clear from the written work that good progress had been made during the lesson.

26. Teachers use a wide variety of teaching methods and present new information and ideas in a variety of ways that gains pupils' attention. Lesson objectives are usually displayed on the white board but not all teachers draw the pupils' attention to the purpose of the lesson or use this to inform evaluation towards the end of the lesson. In the more effective lessons, pupils are given opportunities to evaluate the quality of their work and talk about how they could improve it further. Teachers make good use of questioning in many lessons that enables pupils to demonstrate their understanding and extend it further. For example, in an effective science lesson about the nature of liquids at Year 2, the teacher used a wide range of questions that meant the pupils had to predict what might happen at each stage of the proposed investigation. Each stage of the lesson was taken forward by this good quality questioning. Pupils were eager to answer, as they began to understand how water finds its own level and the difference in the viscosity of water and tomato ketchup.

27. Throughout the school, teachers' management of pupils in all classes is excellent. They establish very positive and productive relationship with pupils. Teachers maintain assured control of their classes in a friendly manner, and just the raising of an eyebrow will settle the occasional suggestion of restlessness. Pupils are motivated to do well and from the youngest to the oldest they listen attentively. Teachers know their pupils well. They anticipate difficulties or problems and circumvent them skilfully. They use humour effectively and show a concern and commitment to enabling their charges to do their best. As pupils



progress through the school, they learn to work with increasing independence and support each other when difficulties arise.

28. Teachers use time and equipment well. Lessons start briskly after registration or break. Most resources are accessible to pupils and due attention is given to establishing safety rules in practical subjects. Teachers make good use of ICT in other subjects. Support staff are used satisfactorily. Although they are well deployed to work with pupils during group and follow up activities, insufficient use is made of their skills to encourage or monitor pupils' learning when teachers are teaching the whole class.

29. The quality of children's learning in the Foundation Stage is very good overall. Children make impressive strides in their learning, work hard, develop a high level of independence and take a pride in their growing understanding and achievement. At Key Stage 1, the quality of learning is good overall although there are more occasions on which it is very good at Year 2 than at Year 1. This is because a greater proportion of the teaching in Year 2 is very good. Pupils respond well to the additional demands when they are made and a good level of effort was observed in most lessons. Pupils often achieve a great deal in the time they have.

30. The provision of homework is good. Homework activities are linked to current learning, shown on teachers' short-term plan. They comprise interesting and active tasks that can be shared with the family. Parents at the meeting with inspectors were very positive about the quality of homework the school provided.

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

31. The school provides a good range of high quality learning opportunities. They are relevant to pupils' needs and meet national requirements. Learning opportunities are very good in the nursery and reception classes where the Foundation Stage curriculum is being very well implemented. All pupils have very good access to the whole curriculum and are very well included in all school activities.

32. The school has improved its curriculum well since the last inspection and successfully addressed the areas that were judged to be weak. Physical education times are now packed with opportunities for pupils to move and improve their skills. Pupils' mental arithmetic skills have improved as a result of the school's effective implementation of the National Numeracy Strategy and lessons in design and technology now focus more clearly on developing specific skills. The school has adopted the nationally recommended guidelines of work for most subjects and co-ordinators are adapting them to suit the school's particular circumstances. It has put the National Literacy Strategy into practice very well as the high results in national tests show. Teachers, particularly in Year 2, take increasing opportunities in subjects other than English, mathematics and ICT to promote pupils' skills in literacy, numeracy and ICT.

33. The school is justly proud of the awards it has won for the quality of its achievements in promoting the health of its pupils and the work that teachers have done to raise pupils' skills particularly in literacy. The school provides a good range of extra-curricular activities. It received a certificate of distinction for providing outstanding out-of-school activities in 2001 and has also won numerous music festival prizes for the high quality of its choir over the last thirteen years. The opportunities for the enrichment of pupils' learning are many and varied. Pupils have memorable experiences on frequent visits such as to Normanby Hall in connection with history topics, the recycling plant, a range of farms, and a nearby leisure centre. Visitors with a wide range of expertise come into school to talk to pupils and so widen

their horizons and there are further extra learning opportunities through recorders and the excellent choir.

34. The school makes good provision for pupils with special educational needs and is careful to include them in all curriculum activities and lessons. In the lessons seen, pupils with special educational needs are given tasks that enable them to succeed. This improves their confidence and enhances both their self-esteem and their learning. Learning assistants and other adults work with pupils to make sure they cope with new or difficult ideas and they take time to explain things as simply as possible. Individual education plans are mainly concerned with reading difficulties and teachers take account of these during literacy lessons. In Year 2, the higher attaining mathematicians gain considerable benefit from the opportunity to spend one session a week working with the headteacher and they find this a very stimulating experience.

35. The school uses community resources effectively and has recently appointed a governor to be in charge of improving business links. The school has valuable links with a local supermarket and with the technical college which recently installed security bars at the computer suite's windows as part of a student project. The school has good relations with other schools, especially with the nearby junior school. Close links ensure that pupils move happily from the infant school into the juniors. It also welcomes students and trainee nursery nurses from local colleges who bring fresh ideas into school.

36. The previous inspection judged that spiritual, moral, social and cultural education was a strength. This is still the case. The school's motto of 'we care' and the school's overall philosophy of developing self-esteem and caring attitudes amongst its pupils, underpinned by its Christian ethos and values, demonstrate effectively the importance given to the wider, personal development of pupils. The school's well planned personal, social and health education programme is a good vehicle for fostering caring, responsible attitudes in pupils and equipping them for life.

37. Spiritual development is good. Assemblies are well organised and meaningful. They bring out a moral point and have moments of reflection and prayer. They encompass a strong sense of community and spiritual and moral presence. The local clergy make a good contribution to the spiritual development of pupils by taking assemblies and acts of worship regularly and are a frequent presence in the school.

38. The provision for moral development is very good. Parents noted with approval the strong stance the school takes on instilling good moral values. The school has a clear moral code and pupils learn the difference between right and wrong. Teachers ensure that pupils develop a very good understanding of the consequences of their actions. Teachers provide positive role models ' and promote pupils' respect for each other's feeling and talents most effectively. The provision for pupils' social development is good. Pupils are given good opportunities to co-operate, for instance when working at a science investigation or when making moving models in design and technology Pupils undertake a range of monitorial duties, such as taking the register from class to office and understand clearly what is required of them. They assist in assemblies, accompanying the singing with percussion instruments.

39. The provision for cultural development is good. Music is a real strength of the school and the school has won several regional awards. Pupils enjoy singing enormously. This was very evident in an assembly where they sang a welcome song for visitors, with great enjoyment. Pupils are made well aware of the wider world, of major faiths and of values and beliefs other than their own. Art and drama are enhanced effectively through frequent theatre visits, visits to the school by theatre groups, and clowns. These activities contribute effectively to pupils' broader cultural education

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

40. The previous report noted the very good support and guidance and relationships and the 'family ethos' of the school. This continues and remains a strength that is much appreciated by parents.

41. The pastoral care, guidance and welfare given to pupils by the school is very good, well organised and effective and clearly reflects the motto of the school. Pupils' pastoral care and personal development is largely the province of each class teacher. Teachers know their pupils well and keep good records of their achievements. This enables them to monitor pupils' progress and development, and provide good personal support, advice and guidance. Any difficult pastoral problems are passed on to the headteacher who will involve parents and governors as necessary. These support systems work very well and provide pupils a comforting 'family environment' which supports their learning and personal development very effectively. Child protection procedures are very good, well organised and effective. The headteacher is the nominated child protection co-ordinator and has undergone the appropriate training and the deputy headteacher is the reserve co-ordinator. Staff have received a basic child protection training.

42. There are good procedures in place for monitoring and improving attendance. Registers are marked briskly, stored safely and meet statutory requirements. The school secretary and the education social worker monitor them effectively and regularly. There is a good attendance policy in place. The school makes good use, when necessary of the appropriate external support agencies, such as the county child psychology service and the education social workers. The school pays very good attention to eliminating any bullying and racism and takes a firm stance on curbing and modifying any inappropriate behaviour. This approach is underpinned by a good, comprehensive behaviour management policy and the pupils understand clearly what to do in the rare event of any inappropriate behaviour manifesting itself. The school is a strikingly happy and harmonious community, where pupils feel safe, valued and at ease with each other and with adults.

43. Health and safety measures are covered well by the school, there is a good health and safety policy; an annual health, and safety audit is undertaken. Any items requiring attention arising from this assessment are dealt with swiftly. Provision for dealing with the

occasional minor accidents is good. There are sufficient well-stocked first aid boxes located appropriately, and trained first aid personnel are always to hand. Parents are kept well informed of any accidents to their children and the treatment given.

44. There are good procedures to assess pupils' progress and attainment, as was the case at the time of the last inspection. The headteacher and deputy headteacher analyse the school's results from national tests. This enables them to look at areas of the curriculum where improvements in teaching and learning are needed. Other nationally recognised tests are used to measure pupils' performance in reading and this helps to identify those who may be having difficulties in learning. Assessment procedures also help to identify pupils who may potentially be attaining at the higher levels. There are individual learning plans both for pupils having difficulties and for higher attaining pupils. Class teachers draw up the individual learning plans and the targets in these are used well as indicators to assess the progress of both sets of pupils. The family nature of the school means that adults know pupils and their history well. Formal procedures for keeping parents informed of pupils' progress are efficient and effective, but the informal contacts between the school and families mean that parents are usually informed of potential problems before formal procedures are in place. The information gathered through formal testing and assessing pupils' progress is shared with the governing body who use it to set rigorous but realistic targets for year groups and future improvement. There is an effective system for tracking the progress of both year groups and individual pupils as they move through the school.

45. Good use is made of assessment information to plan individual lessons and the wider curriculum. It is particularly well used for planning literacy and numeracy lessons. Comments on the planning sheets help teachers to adjust their lessons when necessary to make sure that pupils have fully grasped new ideas. The national guidance is also used as the basis for the assessment of subjects such as science, history, music, design technology and others. Assessments for these subjects are not as detailed as those for literacy and numeracy but they are effective.

46. Assessment in the Foundation Stage is very well organised and used. Teachers keep ongoing notes of children's progress and this information is used to inform further lesson planning. On entry to nursery, parents share information about their children with the staff. This, coupled with information gathered during home visits, gives staff a good understanding of the children's needs before they start school. Information is passed onto the reception class and children's needs are assessed again using local authority assessment procedures both at the beginning and end of their time in reception.

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

47. The previous inspection noted the effective partnership with parents and the good support they gave the school. This is still the case and has been developed further. There are very good relationships between school and parents. A lot of thought has been given to its communications with parents. They receive regularly good, clear and helpful information including newsletters, school prospectus and the annual report of the governing body. The annual reports to parents on their children's progress are clearly written, informative and well received and understood by parents. Parent-teacher meetings are well attended and parents find them helpful. Parents are engaged with their children's homework and regard the reading record brought home by their children as a very helpful means of communication with the school.

48. Parents are very supportive of the school and over forty provide valued help in the classroom on a regular basis, for instance, with reading or in the library. Parents also provide good assistance with outdoor activities, visits and the school fete. The Friends of Winterton

Infants School (FOWIS) is a vigorous organisation, well supported by parents, which raises substantial and welcome funds for the school. The openness and accessibility of the school and its staff were commented upon frequently and favourably by parents and is yet another tangible demonstration of the strength of the school-parent partnership. Parents feel strongly that any concerns or suggestions they may have about the school and their children's education and welfare will be dealt with respectfully, swiftly and effectively.

49. The links established with local playgroups and nurseries are good and the links and liaison formed with the receiving junior school are very good, well organised and helpful to both parents and pupils. Pupils' records are transferred swiftly and effectively. There are good links with the local community, particularly the churches, and effective use is being made of local business and industrial contacts to inform and enhance pupils' learning and understanding of the world of work. Pupils support several local and national charities and play their part in village life, e.g. at Harvest Festival and Christmas events.

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

50. The school is very well led and managed. The headteacher gives very strong leadership and works in close and productive partnership with the deputy headteacher and the governing body. The school's philosophy is committed to providing a broad curriculum in a caring environment that enables pupils to reach their full potential. The motto "We care" epitomises the positive ethos that is evident. There is a caring atmosphere in which pupils and staff feel valued, develop confidence and work hard and in harmony. The school's aims and values are fully demonstrated in every aspect of its daily life and work.

51. All the key issues identified at the last inspection have been energetically and successfully addressed. The school is particularly aware of the need to raise standards in mathematics. The implementation of National Numerical Strategy, the improved level of resources and the revision of the time table to allow more time for those aspects of mathematics, such as "mental" arithmetic, that need attention, have all contributed to a rise in standards. The school's prediction is that standards should continue to rise over the next two years and inspection findings support this expectation. There is now efficient use of time in physical education and nursery. Higher attaining pupils in Year 2 are now challenged, although there is a need for more challenge to be built into lessons at Year 1. The design and technology curriculum has been revised to accommodate the systematic teaching of the necessary skills.

52. The school improvement plan is a comprehensive document that reviews earlier initiatives and evaluates realistically the measure of their success. There are useful and detailed plans for current development with an indication of longer term intentions. This is effective in putting current priorities for improvement within a wider picture. Priorities are carefully costed; success criteria, pupil outcomes and responsible staff are identified, as are links with local and national initiatives. Staff and governors are fully involved in the planning process and note is taken of pupils' views. There being one priority for 2001-2002 that has been identified by the pupils. The progress the school is making in its development is evaluated through discussion at staff meetings during the school year, by the headteachers' termly reports to the governing body and then in the annual overall evaluation of improvement that informs further development planning. Arrangements made by the governing body for monitoring the work of the headteacher and staff are most securely in place and the school's strategy for performance management is very good. The analysis of pupils' assessment and test data enables staff and governors to identify strengths and weaknesses of current provision. Consequently, the senior management of the school and the governing body has a clear and realistic view of the areas that need development, as is

shown by the recent initiatives to improve provision and standards in mathematics and further raise standards in writing.

53. The quality of subject co-ordination is at least satisfactory and many subject co-ordinators give strong leadership. The monitoring of teaching and learning in English and mathematics is systematic and the findings from the monitoring are used well to inform individual staff and school development priorities. However, the co-ordinators of subjects such as science, history, design and technology, geography and physical education are not given time to monitor teaching and learning in their subjects. This means they are not always aware of the strengths and weaknesses in the provision of the subject for which they are responsible.

54. Although the senior teacher in the Foundation Stage is currently on long term sick leave, the management of Early Years provision is effectively overseen by the supply teacher in nursery, in partnership with the two part-time teachers who job share the teaching of reception. Curriculum planning has been developed appropriately to implement the new Foundation Stage requirements.

55. There is good management of special educational needs. All essential documents are in place and are kept up to date by the co-ordinator. There are efficient arrangements for annual reviews as well as formal and informal contacts with parents. The governor with specific responsibility for special educational needs visits school regularly and gives good support to the school's work. Parents whose children may have learning problems from time to time appreciate the school's sympathetic and positive approach to any concerns raised.

56. The school has a very good governing body that plays a full part in school development and has an accurate and detailed understanding of its strengths and weaknesses. Individual governors maintain a strong interest in specific aspects of school life. Governors bring a wide range of personal and professional knowledge and expertise to their roles and this is very well used in the service of the school.

57. The headteacher and governors manage the school's finances well. They have a long-term view of the school's needs and the particular problems posed by falling rolls over an extended period. There are detailed plans for sensible use of the current underspend which will be carried forward into the next financial year. The school's improvement plan clearly shows what the school needs to do to improve and these improvements are closely linked to the school's finances. Governors and the headteacher monitor spending closely while trying to improve facilities within the school. For example, the last report commented on the problems of noise caused by the open plan nature of the building. There are plans to alleviate this problem while improving the learning space available to pupils. The school secretary works closely with the headteacher and governors to make sure that the budget is monitored closely throughout the year. The school makes great efforts both in large projects such as the computer suite and in day-to-day matters to make sure that the goods and services they receive represent the best value for the school.

58. There is an appropriate number of teaching staff who are employed effectively and efficiently to form a committed and enthusiastic team. Teachers attend a number of courses that help to maintain their professional development and extend their personal knowledge. Problems related to long-term teacher illness have been dealt with promptly and effectively so that pupils' education and welfare have not been neglected. The two teachers who share work in the reception class work well together to give the children a high standard curriculum that is full and exciting. Enthusiastic and knowledgeable learning assistants work well in classrooms and have a positive impact on pupils' learning.

59. The school is housed in a pleasant, well maintained building. There is a well-appointed nursery and a hall that is adequately equipped for physical education. The grounds are adequate and there is good provision for children under five to play outside. The recently opened computer suite is well equipped and used sensibly by the school. Pupils enjoy their time in this room because they see it as an exciting place where they can try out new ideas. Imaginative use of the space in one corridor provides a pleasant library and reading area. The school is well resourced and the recent introduction of commercial schemes for phonics and number are beginning to have a positive impact on pupils' attitudes and the standards they achieve.

60. The school makes good use of specific grants including those that are provided for pupils with a statement of special educational need. The funds made available for ICT have had a positive effect on standards. Other funds have been used well, for example on staff training. The governors and senior managers closely monitor how the school benefits from spending these monies.

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

61. In order to improve the quality of provision further, the headteacher and staff, in partnership with the governing body should now:

- (1) Provide more consistency in the quality of teaching between Year 1 and Year 2 by refining the planning of lessons so that the purpose of the lesson is always clear, precise and shared with the pupils and that the tasks pupils are given challenge them appropriately.  
(Paragraphs: 6, 12, 19, 22, 25, 29, 52, 91, 98)
- (2) Further improve the management of science, design and technology, history, geography and physical education by allocating time for the co-ordinators to monitor the quality of teaching and learning and sample pupils' work in these subjects, so that they may have a clearer view of the strengths and weaknesses in the provision in the subjects for which they are responsible.  
(Paragraphs: 54, 111, 114, 119, 133)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	24	7	1	0	0
Percentage	2	24	56	16	2	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)	38	147
Number of full-time pupils known to be eligible for free school meals	0	19

FTE means full-time equivalent.

Special educational needs	Nursery	R – Y2
Number of pupils with statements of special educational needs	2	3
Number of pupils on the school's special educational needs register	3	35

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	18

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.6	School data	0.4



National comparative data	5.6
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National comparative data	0.5
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*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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	33	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	27
	Girls	33	33	30
	Total	58	58	57
Percentage of pupils at NC level 2 or above	School	91 (93)	91 (95)	89 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	27	28
	Girls	33	31	31
	Total	58	58	59
Percentage of pupils at NC level 2 or above	School	91 (95)	91 (95)	92 (95)
	National	85 (84)	89 (89)	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	0

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

### **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.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	26

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

Total number of education support staff	4
Total aggregate hours worked per week	90

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38
Total number of education support staff	3
Total aggregate hours worked per week	71
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
<b>Total income</b>	<b>430 722</b>
Total expenditure	430 010
Expenditure per pupil	2 324
Balance brought forward from previous year	8 460
Balance carried forward to next year	9 172

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	185
Number of questionnaires returned	64

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	3	2	2
My child is making good progress in school.	63	32	3	0	2
Behaviour in the school is good.	56	43	0	0	2
My child gets the right amount of work to do at home.	46	44	5	4	2
The teaching is good.	60	38	0	0	2
I am kept well informed about how my child is getting on.	37	51	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	6	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	54	37	6	0	3
The school is well led and managed.	70	25	3	0	2
The school is helping my child become mature and responsible.	61	36	2	0	3
The school provides an interesting range of activities outside lessons.	36	51	10	0	3

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

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

62. Children in the Foundation Stage are taught in the nursery and in the reception class. An effective induction programme, which results in children settling into nursery life very quickly and happily, has been successfully achieved. The children are admitted to the nursery on a part-time basis, shortly after their third birthday, the older children attend nursery full time for the term before they are admitted into reception. Children transfer to the reception class at the beginning of the term in which they are five. Both nursery and reception contain a few children who have been identified as having special educational needs and these children are well supported in their learning.

63. The school has responded positively to the requirements of the Foundation Stage curriculum. The staff in both nursery and reception have devised a curriculum which takes good account of Foundation Stage requirements and enables pupils to learn effectively across all the required areas of learning.

64. On entry to nursery, early assessment information indicates that most children's attainment is similar to that of three-year-olds in other schools. When they are in nursery, children make good progress in the areas of personal, social and emotional development, in communication, language and literacy and in mathematical development. Children make satisfactory progress in the other areas of learning.

65. Assessment on entry to the reception class indicates that in communication, language and literacy and in mathematical development, children's attainment is a little higher than that usually seen. The expectations of the teachers in reception are very high, pupils thrive on the daily challenges they are given, and are stimulated by the diverse range of opportunities that the broad curriculum provides. They make very good progress in personal, social and emotional development and in literacy, numeracy, and communication. Most children achieve the Early Learning Goals in these areas of learning whilst they are in reception. Progress in other areas of learning is at least satisfactory and frequently good. Most children will achieve the Early Learning Goals in these areas of learning by the end of their time in reception, and a minority will achieve them earlier some than that.

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

66. The majority of children enter nursery with personal, social and emotional skills that are typical for their age. The youngest children are interested in the activities that are available to them. As they become older they concentrate for longer periods, share their games and activities with each and demonstrate increasing confidence around the nursery environment. All children work alongside each other amicably and older children discuss what they are doing with their friends and invite them to join in and express an opinion. Younger children drew pictures of lights in the dark and were encouraged to talk about them by the nursery nurse, whilst older children volunteered information about what they had achieved most readily, telling adults and their friends about the details in their drawings.

67. The layout of activities in the nursery encourages independence and enables children to choose where they will play with confidence. All children are encouraged to take responsibility for their actions and to make decisions for themselves. Consequently, they learn to follow the school routines, and tidy up with confidence. The children co-operate well. For example, at the writing table, sharing writing materials and admiring each other's work

and in the role-play “Bear Cave” area, organising how they are going to take it in turns to share the torch.

68. The teaching of this area is good in nursery. In the small groups that have been formed, staff create a sense of belonging and this enables them to develop good relationships with the children in their care. These groups form a strong basis for the school’s training in social and moral values. By the time children move into reception they display a good level of independence and confidence for their age and are eager to learn. The teaching of this area of learning in reception is very good, teachers build most effectively on the positive experiences children have received in nursery. Staffs’ expectations of children’s behaviour are high. The adults value the children’s ideas and listen well to their explanations and concerns. This is instrumental in building further on children’s confidence and enabling them to feel safe and secure. Children show increasing consideration for each other, become more independent. They learn to dress and undress themselves for physical education, tackling the challenge of getting the correct shoes on the correct feet with determination. They show considerable maturity in class discussions, understanding that they have a contribution to make whilst appreciating what others have to offer. Most children meet the required Early Learning Goals during their time in reception.

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

69. Children enter nursery with a wide range of abilities but overall they are similar to those usually seen. They achieve well and by the time they enter the reception class their attainments are slightly higher than is usual. During their time in reception children achieve very well. Many reach the Early Learning Goals during this year. The teaching of language and literacy is good in the nursery and very good in reception.

70. In nursery children learn to listen carefully and to take turns when they are talking to each other. They are encouraged to answer questions fully during story time, and younger children who would rather point to the picture than talk about it are gently prompted to frame their ideas into words. By the time they enter reception, most children are talking fluently to one another and to adults and giving relevant answers to questions. A love of books and an understanding of how a book works is developed well in nursery. Children enjoy the stories they hear and soon pick up repetitive phrases and ideas which they will say with the storyteller. The development of writing in nursery is sound, with opportunities created for children to use their early writing skills at a writing table and in the playground, working with big chalks on the tarmac. Children were observed working independently at the writing table, making confident use of various writing tools such as pencils, felts and crayons, they remember to write their names on the back of their drawings. Children learn to identify their own names and older children know a good number of initial letter sounds particularly the ones that occur in their own names. Many of the older children write their names.

71. This positive start is built on very well in reception. Children develop very good speaking and listening skills because of the very high quality teaching they receive from both teachers. Teachers encourage clear speech by their own example and emphasis. Constant asking “Can you tell me?” and “Put your hand up if you know” promotes careful listening and a keenness to participate in discussion. Children make very good progress in reading and they enjoy reading their reading books. The teaching of letter sounds and combinations of sounds is very effectively done. Teachers make this fun, with children joining in the actions, sounds and memory games to help them learn quite complex letter combination such as “ee” and “or”. They remember these and use them to help in their independent reading.

72. The teaching of writing is very good, and clearly demonstrates teachers’ high expectations of what children can achieve. In a literacy lesson seen during the inspection, the

children were required to make a list of the main characters from a familiar story. During the whole class teaching session the teacher used actions, made links between handwriting, spelling and reading, and the children joined in enthusiastically. Children were expected to concentrate for every moment and they did. Some children knew the letter names as well as their sounds and were able to explain that “t” is a “medium size letter”. Children with special educational needs were given effective additional support by a learning assistant and the teacher extended the activity for the higher attaining children by introducing the use of capital letters at the start of the animals’ names. By the end of this session children were bursting to get on with their writing and were able to write a list in their books using the prompts that were around the class. The whole lesson was conducted in a very happy and secure atmosphere with the emphasis on fun and children enjoying being independent writers.

### **Mathematical development**

73. There are good arrangements for children to learn about number in nursery and in reception the teaching is very good. Children achieve very well and many meet the Early Learning Goals during their time in reception.

74. In both nursery and reception teachers take every opportunity to teach mathematical ideas. For example, using the registration time at the beginning of the session to discuss “more than,” and “less than.” Counting in nursery is taught very carefully. Staff insist that children indicate each item they are counting as they go so they are not just saying numbers without understanding. In nursery, children make good progress in sorting and matching activities because they are given a wide range of activities which enable them to practice these skills. They complete jigsaws, build with construction kits, make pictures with mathematical shapes such as triangles and circles and are beginning to acquire some understanding of two-dimensional shapes. They learn about the language of size and position and this is promoted through story telling as well as discussion during practical activities using sand and water. Most older children can count competently to at least seven and some can count beyond this.

75. In the reception class, children build on these early mathematical skills very well. They learn to write number symbols and indicate their value. The higher attaining children are beginning to understand how to write numbers between ten and twenty and many pupils are likely to achieve the Early Learning Goals before the end of their time in reception.

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

76. Teaching of this area is good in nursery and very good in reception.

77. In nursery, the staff uses the use the story “Can you sleep little bear?” effectively to develop children’s understanding of light and dark, to appreciate the beauty of starlight and to address some of the concerns that children might have about being in the dark. In role-play, the children build bear dens, using pegs and drapes to construct their own hideaway. In the nursery the little bear’s home, is, for the week of the inspection, a major focus of role-play, with torches to operate and furniture and bedding to organise within the “cave”.



78. In reception, children take part in a “party” to mark teddy bear’s birthday. This is leading them to appreciate the importance and impact of celebration in their lives as well as giving opportunities to make birthday cards and presents and to share in co-operative games at a “party”. They know the teddy bear is one year old and they puzzle “was he nought before?” This gives a chance for staff to reinforce the children’s understanding of months and years as part of considering the passage of time. In both nursery and reception through daily discussion, children learn about the days of the week, the weather and the seasons, which also contributes to their understanding of the passage of time. There are good opportunities in both nursery and reception for children to select materials to make pictures and patterns with. They develop skills in cutting, sticking and joining materials together. Throughout the Foundation Stage, children develop a good level of confidence when using computers and their skills are developing effectively in controlling the mouse to create pictures and patterns.

### **Physical development**

79. Teaching of physical development is good in nursery and very good in reception and pupils make good strides in their learning and develop a high level of skill and confidence in movement and balance. Most will have achieved the Early Learning Goals by the end of their time in reception.

80. In nursery, children move with confidence around the outdoor play area. Staff devise activities such as playing with big bouncy balls that need to be shared and this is effective in developing children’s skills at throwing and catching over short distances as well as promoting discussion and co-operation. Boys and girls play happily together and show an equal level of skill and confidence. Children manage the slide safely; they steer and pedal bikes and buggies with increasing control and good avoidance techniques. Children in reception share this outdoor play space gives them opportunities to take part in more structured activities appropriate for their level of skill. Older children’s physical development benefits from having an opportunity to work in the large school hall.

81. Throughout the Foundation Stage, children make good strides in acquiring dexterity in using a range of small equipment such as paintbrushes, pencils, and crayons. They learn to use scissors with a good level of competence. All children have opportunities to use materials such as play dough and moulding clay. Children in nursery show considerable enjoyment and skill in making and decorating clay pots.

### **Creative development**

82. Children’s creative and artistic skills are developing well throughout the Foundation Stage and are evident in the bright displays of work in nursery and reception. Children attain levels in most areas of creative work which are typical for their age and in aspects of music they are higher than this. In both nursery and reception children enjoy singing and they are acquiring a wide repertoire of songs which are frequently used in other areas of learning to consolidate what they know and understand. They clap rhythms, sing rhymes and accompany their rhythms on percussion. In reception, they are learning to follow very simple symbols when clapping or playing rhythms on maracas and tambourines.

83. In reception children are given opportunities to mix their own colours, They use a variety of materials to produce realistic three dimensional models of the three little pigs’ houses of straw, wood and brick. They are encouraged to use their imagination in role-play activities. During the inspection, nursery children were observed exploring the “bears’ cave” and in reception two boys were seen, organising the routines of clothes washing, making good use of the model washing machine.

### ***Teaching and learning***

84. In both nursery and reception, short term planning is thorough, taking account of observations and assessment of children's learning. Staff plan the weekly programme together. There is an appropriate balance between teacher led and children's independent activities. Independent activities are skilfully linked to the current focus of interest and reinforce children's learning in many aspects of the curriculum. For example, during the week of the inspection in the nursery, the water trough contained silver stars which children had to "fish!" for. This was useful for improving accuracy of movement and made reference back to the Van Gogh picture that had been discussed and the story of Little Bear. The teaching in nursery is good, the staff have very positive relationships with their charges, are consistent in their practice and stimulate them to be curious and interested in the activities around them. This is also the case in the reception where the teaching is consistently very good. Lessons move at a very brisk pace and both teachers have a wide repertoire of strategies to motivate the children, they judge very accurately just how much time to spend on each activity before moving on. Very effective use is made of support staff whilst children are working at their various tasks, but there are times in reception when whole class teaching is taking place when support staff are underused. Pupils who have special educational needs are well provided for throughout the Foundation Stage and this enables them to make good progress.

### **ENGLISH**

85. At the time of the last inspection, standards were judged to be in line with the national average with a significant number of pupils attaining above, and there were strengths in reading and speaking and listening. There has been a good rate of improvement since the last inspection and, overall, standards are now above average in English.

86. Results of national tests for the past two years show that pupils attained well above the national average in reading. Their attainment in writing was well above the national average in 2000 and above the national average in 2001. To rectify this slight dip in writing results at a higher level, the school has put several strategies in place which are already showing signs of bearing fruit. Pupils' speaking skills remain good, and listening skills are a strength.

87. Inspection evidence shows that pupils enter Year 1 with standards of attainment that are a little above the national average for their age. They speak fluently and listen well. Their reading and writing skills are a little above average. Pupils make steady progress during their time in Year 1, but, while teachers are conscientious, they do not always give pupils tasks that challenge them enough. In Year 2 pupils' progress quickens because teachers have high expectations of what they can achieve and so by the end of the year, pupils attain at levels above or well above those found nationally.

88. Overall, the standards of attainment of pupils in the current Year 2 are a little above average with many pupils already reaching the expected level. Pupils' listening skills are extremely well developed. They listen attentively to their teachers and courteously to each other. Speaking skills are also well developed. The majority of pupils speak fluently and confidently using a wide and interesting vocabulary. Pupils' reading skills are above average. Parents and carers are extremely supportive and hear pupils read regularly at home. The majority of pupils read fluently and all read with enjoyment. They are confident to tackle unfamiliar words and use their good knowledge of phonics to help them where necessary. The lower attaining pupils read showing good understanding, use letter sounds accurately to build new words and are able to discuss the story sensibly. Pupils are grouped by ability once a week for writing in order to improve their spelling and extend their writing skills. The higher attaining pupils write imaginatively and clearly, using descriptive words well to paint a picture. For example, one pupil wrote " the sea is light purple in some places and dark blue in others",

another wrote with good levels of awareness of the rhythm that words can create, “ rocks have patterns, so camouflage fish you cannot see”. Average attaining pupils write with close attention to finding precisely the right word or phrase to express their meaning and are learning not to be repetitive. They listen attentively to each other’s work, understand what makes a piece of writing boring and make useful suggestions for improvement. The lower attaining pupils are inspired by a range of photographs to use a widening selection of words such as “rocks”, “sea”, “cliffs” to write simple sentences to describe a sea scene. Pupils of all abilities use dictionaries and word banks sensibly to help them. They all show great delight and pride in their achievements. Standards in handwriting are good. Pupils in both Year 1 and Year 2 write carefully and neatly so that their work is a pleasure to read.

89. Aspects of other subjects are used well to support the development of pupils’ literacy skills. Opportunities for pupils to practise and improve their speaking skills are planned in many lessons and pupils have a specific lesson once a week when they are encouraged to discuss items they bring from home. A family bible in Year 2 raised gasps of wonder and delight as it emerged from its wrapping to reveal its large hinges and gold embellishment. Good attention is paid to the use of specific vocabulary in mathematics and science lessons. Teachers, particularly in Year 2, provide good opportunities for pupils to practise and improve their writing skills in other subjects across the curriculum. For example in a history lesson pupils wrote short news reports about the capture of Guy Fawkes. There was a little evidence that pupils use their literacy skills for word processing in ICT, for example for writing their names or simple signs.

90. The quality of teaching is good overall. In Year 2 on occasions it is very good. Teachers plan closely together across year groups. In each lesson, teachers emphasises key points which build on what pupils already know, and they ask questions well to assess how much pupils have understood. Pupils are confident to answer because they know their teachers encourage them to try even when they may not get things quite right. Teachers have a good grasp of the subject. However, analysis of pupils’ work and classroom observations indicate that some teachers do not consistently plan to challenge their higher attaining pupils appropriately. They do not always have a clear learning objective that can be achieved in a single session. Teachers usually use good strategies to teach new skills so that pupils understand quickly and maintain high levels of confidence and interest. The first part of the lesson is used well and, when appropriate, gives valuable impetus for the main part. For example, class reading of a series of letters about a whale led smoothly to pupils writing their own letters about seeing a whale in the sea.

91. During the main part of the lesson, teachers and learning assistants work carefully with small groups of pupils and ask questions which extend and clarify their thinking well. The specialist assistant who teaches small groups of pupils in need of additional literacy support gives skilled and valuable help. This results in slower learners keeping up well with the rest of the class and remaining keen and interested. In all lessons teachers have very good relations with their pupils and good classroom control. This creates an atmosphere conducive to work, pupils settle quickly and put very good effort into their reading and writing. Teachers plan carefully with their classroom assistants so that the assistants are able to give good support to small groups who need it and this enables pupils to achieve well and have pride and confidence in what they do. However, during the initial class part of lessons, assistants are often unoccupied and opportunities are missed to help slower learners keep up by quietly rephrasing the teacher’s questions or remarks.

92. Teachers use the final part of lessons well, partly as a time to check, through questioning, how much their pupils have learned or by listening to pupils reading their work and also as an opportunity to extend them further in their thinking and understanding.

93. The subject is very well managed. Staff have been well trained and briefed. The school regularly monitors teaching and teachers' planning, although on occasion the planning does not show in detail what tasks different groups of pupils will tackle each day. National test results are analysed for areas which need development and from these, predictions are made of pupils' probable progress and results. Class targets are agreed and refined into individual targets for each pupil, which are discussed with parents at the termly meetings. The system of assessment is detailed and comprehensive. Resources for the subject are good. There is an attractive central library that contains a good selection of both fiction and reference books. Each class has a weekly session when fiction books are changed and they have a session twice a term when teachers explain how to find books and encourage the love and use of them. Older pupils report that they use the library occasionally when they have finished their class work, but there is scope to use it on a more frequent and regular basis.

## **MATHEMATICS**

94. The results of the national tests in mathematics in 2001 show that pupils' attainment is similar to that found nationally at the expected level, but below that found nationally at the higher level. The inspection findings agree with the school's prediction that the number of pupils reaching the expected level will be at or slightly above average by the end of the current academic year. The number reaching the higher level, however, is expected to remain below average but this will improve in the following academic year.

95. Since the last inspection pupils' attainment, in terms of the numbers achieving the expected level, has improved at a rate that is similar to the national improvement. The school has worked hard to implement the national strategy for mathematics in Years 1 and 2. Pupils, including those with special educational needs, make progress that is at least satisfactory and is often good. Pupils with special educational needs are given work that improves their mathematical skills and thinking. They are well supported in this by learning assistants and volunteers who take time to talk them through some complex ideas.

96. Pupils in Year 2 have good understanding of fundamental ideas in number. They can quickly offer correct suggestions for an odd number which is greater than two hundred but is less than two hundred and ten. Pupils add and subtract numbers when problems are set out in number symbols. They are less secure when they are expected to use the same skills to solve problems that are set out in words. When this is the case, they sometimes find it difficult to know whether they are supposed to add or subtract and even the best mathematicians need teacher support to help them in this. They know about 'sets of' and 'lots of' and understand how these ideas can be recorded as formal multiplication. Most pupils can multiply numbers such as 12 by 2. The higher attaining mathematicians extend this by working out how to multiply 3 by 9 and 5 by 4 successfully. Pupils use their knowledge of number well when they work with money. They work successfully with fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$ , both when working with numbers and in the early work with angles. Pupils in Year 2 have good experience of mathematics other than number. They undertake simple measurement of length and weight and have good experience of two and three-dimensional shape. They learn to classify shape by different criteria such as the number of angles or whether the sides are straight or curved. Pupils in Year 1 have good understanding of how to add and how to discover a missing number. They demonstrate this when their teachers ask them questions such as 'If I have 3 sweets, how many more do I need to have 10 sweets?' When asked to record this in problems such as ' $4 + ? = 10$ ' most understand, but the least accomplished mathematicians need a lot of help from adults. They work out simple addition sums confidently and have learned good ways of 'holding' one number in their head while adding a second number. When they are challenged to work more quickly or with more complex numbers, however, they resort to counting on their fingers. Year 1 pupils estimate

the length of objects such as pencils and they use hand-spans to measure longer objects. In all lessons and work seen teachers insist on the use of correct mathematical terms and pupils enjoy using words such as 'subtract' and 'multiplication'. Work on graphs seen in the computer suite is of a good standard but no use was made of computers during mathematics lessons in classrooms.

97. Good teaching is seen in all Year 2 lessons while satisfactory teaching is seen in two thirds of Year 1 lessons and good teaching is seen in one third of lessons. Planning for all lessons is based on the national strategy and teachers use this well to ensure a careful build up of skills for pupils of all abilities. All teachers use introductory sessions to revise what pupils already know and to introduce new ideas. Where teaching is satisfactory, these sessions lack pace and opportunities to help pupils to become excited about mathematics are missed. In some lessons, classroom helpers and volunteers spend too much time as passive spectators rather than being actively involved in the learning of those pupils who may be finding the work hard. The aims for each session are clearly displayed in all lessons but in Year 1 they are not always shared with pupils to give them a focus for the lesson. Neither are they used at the end of lessons to help pupils to check either the quantity or the quality of what they have learned. Good teaching is seen when introductory sessions are sharp, learning objectives are shared with pupils both at the beginning and end of lessons and learning assistants are active participants in all parts of lessons. Teachers explain new ideas such as multiplication thoughtfully so that pupils see the connections with previous work and are enabled to apply that information in new situations. The hallmark of good teaching is very good questioning of pupils which draws out what they already know and then builds on that to pass on new knowledge or information. Teachers help pupils to explain how they have worked out problems and this helps other pupils to understand how mathematical problems can be solved. Pupils' numeracy skills are well promoted in science and design and technology.

98. Pupils' behaviour ranges from good to excellent and is a significant contributory factor to their learning in numeracy lessons. They are enthusiastic learners who listen very carefully to teachers' explanations and are keen to practise what they have been told. In all lessons seen pupils work with great concentration and application, especially when working on new ideas such as multiplication. They are excited when they understand that an old idea such as finding a solution by adding the same number many times can be achieved much more efficiently by a new idea such as multiplication. A feature of most lessons is the appropriateness of the work which pupils complete on their own. Teachers want pupils to do well and give them work which enables them to achieve some measure of success by the end of each lesson. This is especially true when learning assistants and volunteers support pupils who find mathematics difficult.

99. All teachers mark pupils' work conscientiously and pupils in Year 2 classes are given good clues on what they need to do to improve. All teachers assess pupils' progress in lessons and the school is developing an effective system for checking progress over a period of time. The recently appointed co-ordinator has clear ideas of how the subject needs to improve and what needs to be done in order to raise standards further. There are sufficient resources and teachers use them well.

## **SCIENCE**

100. The standards of pupils' attainment in the teachers' assessments in 2001, indicates that pupils' attainment is a lower than in 2000 results, when it was above average. The number of pupils achieving the higher levels was above average in 2001 and well above in 2000.

101. All the programmes of study are taught through practical activities and pupils are developing secure skills in investigating and experimenting. By the age of seven, pupils are able to carry out investigations to establish the different properties of solids and liquids and explain the principle differences features of the liquids they have identified. They record their findings a variety of ways, using grids, graphs and factual writing. In Year 2, science investigations are always recorded neatly and enhanced by careful diagrams. In Year 1, pupils participate co-operatively investigating the distances that different model vehicles will travel. Most pupils are able to suggest some of the factors that effect the outcomes of their investigations, such as the weight of the car and the thrust of the push. Higher attaining pupils comprehend that the relative friction of the surfaces they use has an impact on their results. Through such practical work pupils are developing an increasing understanding of what a fair test is and in Year 2 they are able to explain why it is important when investigating changes to liquid to put the same amount of liquid into the different moulds before freezing them. Although older pupils undertake investigations and experiments that are prescribed by the teacher, they are not so adept at suggesting approaches of their own.

102. The quality of teaching and learning is good overall. Teachers plan lessons together in year groups. This ensures consistency of experience for all pupils within each year. There is a considerable emphasis on practical investigation to ensure coverage of all the required programmes of study. A particular feature of good teaching is the effective use made of questioning to promote pupils' thinking, and teachers give pupils time to answer questions in full. For example, towards the conclusion of a successful lesson on the speed of moving objects at Year 1, the teacher made effective use of questioning to enable pupils who were able to make a comparison between the different speeds to talk about their findings. This helped other pupils, who were less secure in their understanding, to consolidate their thinking. Some of the explanations were quite complex, confidently expressed, and pupils listened to each other most attentively. The teacher then moved the discussion on to consider the source of this force, the varying strengths of the push and the effect this had on the movement of the toy vehicles. Teachers use class support assistants well to help groups of pupils during the practical sessions. Learning assistants and volunteer helpers are effective in guiding pupils in small groups. This is particularly the case in enabling pupils with special educational needs to make the same progress as their classmates. However, classroom support is not so well used during whole class sessions when supporting adults are rarely involved in encouraging or monitoring the quality of pupils' learning. A weakness in teaching is that although teachers provide interesting and thought provoking activities for pupils, these are prescribed by the teacher and not a result of discussion with or suggestion from the pupils. Evidence from lesson observations and a scrutiny of work shows those activities are not adapted or extended to challenge the higher attaining pupils.

103. The subject is well managed by an experienced co-ordinator. The school's scheme of work makes good use of national guidelines which have been adapted for the needs of this school. There is careful assessment of pupils' progress in all aspects of the science programmes of study including their achievements in investigative and experimental science. Teachers make ongoing assessments of pupils' progress as part of their lesson planning routines. The subject is well resourced and resources are readily accessible and well organised. The subject is enhanced by a good range of visits to places of scientific interest such as pond dipping and Barton Clay pits. The co-ordinator monitors the quality of teachers' planning. However, little monitoring of teaching or sampling of pupils' work has taken place in the recent past.

## **ART AND DESIGN**

104. By the end of Key Stage 1, standards in art and design are higher than national expectations. All pupils, including those with special educational needs, make good progress in this subject. This is an improvement since the last inspection when standards were judged to be similar to national expectations. Since then, the school has given additional attention to teaching pupils subject skills such as observational drawing.

105. Throughout the key stage, pupils benefit from being provided with a wide range of experiences to develop their knowledge and skills in art and design. In both year groups, they maintain sketchbooks. These are used well to enable pupils to make close observational drawings and to draft sketches and ideas that have links with other subjects. For example, in Year 1, pupils drew careful and very well observed studies of a penny farthing bicycle and a modern child's bicycle. The teacher drew the pupils' attention to the contrasts in shape and tone, and to the need to note important detail. The benefits of this were seen in the good quality of their drawings. As well as being a challenging drawing exercise, these bicycles were used as a resource in design and technology and history. Throughout the key stage pupils use a good range of media, including charcoal, various types of paint, pastels and a range of different qualities of coloured and lead pencil. In Year 2 pupils build on this earlier learning and their paintings become more varied, with paint being applied with increasing care and more attention to achieving the desired effect. However, although pupils use their sketch books well to make studies of form and line, not as much emphasis is given to experimenting with colour before embarking on a final piece of work. Notwithstanding this, paint is often skilfully applied in pupils' compositions. For example, Guy Fawkes's tunic is painted in many strong colours. Paintings and pastel crayon studies of exotic fruits are successful in evoking their bright colours and succulent appearance.

106. The teaching of art and design is good and this enables pupils to achieve well throughout the key stage. Teachers are confident in the subject and ensure that pupils have many opportunities to apply their skills through illustrating their work in other subjects. Pupils do this taking considerable care about the quality of their illustrations. Teachers use the work of notable artists such as Matisse and Kandinsky as starting points for teaching different techniques and as pupils move through the key stage this enables them to broaden their understanding of what can be achieved in art and design. Teachers provide them with interesting and challenging activities in both year groups and the pupils make imaginative use of the skills they have acquired. For example, pupils produced a series of collage using fabric, thread and natural materials to tell the story of Rumpelstiltskin. The use of fabrics of various weights and textures and skilful application of running stitch using thick and thin threads with beads and buttons all combined to achieve pleasing and unusual visual narrative.

107. The subject is effectively co-ordinated and well resourced. The school has adopted and is currently piloting the use of the national guidelines and will review their use at the end of the school year. ICT is well used to support art and design and pupils have good opportunities to create computer-generated patterns and pictures. The subject makes a good contribution to literacy through the use of subject specific language and the enhancement of pupils' written work with lively illustrations.

## **DESIGN AND TECHNOLOGY**

108. Pupils, including those with special educational needs, achieve standards that are typical for their age. Standards are similar to those found at the time of the last inspection. Topics are planned to cover all essential skills and to give pupils opportunities to work with the wide range of materials and tools required by the National Curriculum. This is an improvement since the last inspection when pupils were not being taught new skills systematically.

109. Pupils in Year 1 make pictures that move by cutting, joining, and using devices such as split pins. They make a duck swim and boat travel along a river. They use paper, glue and tape to make a moving hat. They visit a local playground and design their ideal play area. Some pupils try to reproduce slides and roundabouts with moving parts using commercial materials. When they work with food, they learn to handle implements carefully and describe what they have done. In both year groups there are good links with literacy, numeracy, mathematics and religious education in design and technology as pupils evaluate their work, write stories and produce various graphs to summarise what they have discovered. Year 2 pupils make a paper template for Joseph's coat of many colours and then try to make an actual coat using material and sewing. They learn about winding mechanisms when they write a short adventure story. Some of the skills learned in this topic are extended when they make their own versions of motor vehicles.

110. Teachers help pupils to recall the skills they know and encourage them to practise during lessons. All teaching seen during the inspection was satisfactory. Teachers' clear instructions help pupils to understand what needs to be done and how carefully they must work. The progress made by pupils in these lessons is helped by their good behaviour and their ability to concentrate for long periods when working. However, opportunities for pupils to evaluate and perhaps amend their work are missed because teachers do not make time for a short discussion at the end of lessons.

111. The school has adopted the national guidelines for the school's work in design and technology. There is, however, no guidance in the school's documentation for the non-specialist. The co-ordinator assesses the school's work by looking at completed work but there are no opportunities for her to observe colleagues teaching and help them during lessons. Proper regard is paid to health and safety issues and pupils are taught to handle tools and equipment safely.



## **GEOGRAPHY**

112. Attainment is broadly in line with national expectations. Standards have been maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress. It is not possible to make a judgement on the quality of teaching as none was seen during the week of the inspection

113. Year 1 pupils follow the adventures of Barnaby Bear as he travels around the United Kingdom and the wider world. They follow his journeys on maps and discuss the kind of clothes he might need to wear in different countries and areas. This work is continued in Year 2 as Billy Bear also travels the world. Pupils in both year groups discuss the places visited and think about differences in the means of transport required for both long and short journeys. Pupils think about the similarities and differences between their own lifestyles and those of people living on a remote Scottish island. They begin to draw simple maps and look in atlases for seaside places they have visited. The locality is looked at and pupils think about the facilities available in their neighbourhood and how their own locality could be made more interesting and safer.

114. The school has adopted the national guidelines for geography and one topic is taught each half term. Pupils are assessed at the end of each topic against the criteria laid down in the national guidelines. The co-ordinator scrutinises colleagues' planning to ensure that there is continuity in the subject and that sufficient work is undertaken. There are no opportunities, however, for the co-ordinator to observe pupils' learning in lessons so that she can know the quality of the geographic language and thinking used by pupils. There are adequate resources for the subject but new CD-ROMs are not yet integrated into the school's work.

## **HISTORY**

115. At the time of the last inspection, standards were judged to be average at the end of Year 2. The school has maintained these standards and all pupils, including those with special educational needs, make steady progress in acquiring new skills and understanding as they get older. Pupils are enthusiastic and curious about history, and all pupils, including those with special educational needs, are very well included in lessons.

116. By the end of Year 2, pupils have started to build a solid base of historical skills. They have a sound understanding that life in the past was very different from their lives. For example, they are able to describe differences in their toys and those used by children just after the Second World War. They understand why the toys are different. For instance, that old toys were stuffed with straw because plastic had not been invented. Pupils know about a range of events such as the Gunpowder Plot. They are aware that they can find out about the past by looking at pictures, photographs and artefacts as well as by looking in books. They start to answer questions about the past, understand what an eye-witness account means and begin to understand that the accounts may vary and why this is so.

117. Pupils, especially those in Year 2, use their literacy skills well when recording information about their history topics. Pupils are aware of time lines and begin to read dates. There was no evidence during the inspection that they use computers to find or to record historical information.

118. Two lessons were observed during the inspection, both of good quality. Teachers have good knowledge and plan careful outlines for their lessons, but at present the planning does not indicate a clear and distinct learning objective for each session based on teaching a specific skill, nor are plans updated in the light of past learning. For example, one plan indicated the use of a work sheet but the teacher knew it was not going to be used and therefore she did not have a copy. Teachers have very good relations with their pupils and promote an atmosphere highly conducive to study so that pupils are alert, interested and concentrate well for long periods. Pupils in Year 1 welcomed a visitor who brought a fascinating range of old toys and photographs into school. They listened intently to his talk and learned an enormous amount of interesting information, not just about toys but about a different way of life. The teacher intervened with skilful questions to check on pupils' levels of understanding and to extend them further. These resulted in pupils' heightened awareness of the old toys as they handled them carefully, of the clothes that they saw children wearing in the photographs and of some of the things that those children did which children today no longer do. Pupils in Year 2 used their knowledge about the Gunpowder Plot to extend their literacy skills by writing short, vivid reports about it from different points of view. For example, pupils' headlines included " Good riddance", "Sad News", "Poor Guy Fawkes", "Hooray!" Pupils are confident to ask questions to clarify their understanding and also to volunteer information because they know that their answers are valued. Teachers use the end of lessons well to reinforce what pupils have learned, and sometimes to give them a taster of what they will learn next.

119. There is sound leadership from the co-ordinator. She has not yet adapted the new guidelines to suit the school's particular needs nor does she have time to observe teaching, but she regularly monitors teachers' plans and sees samples of pupils' work. She has ensured that resources for the subject are good. They are used well to increase pupils' understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Attainment in ICT is above national expectations by the end of the key stage. This represents good improvement since the last inspection. The furniture and equipment in the new computer suite is of a high standard and enables pupils to access the latest programs and technology. The work in the computer suite has a good impact on the progress of all pupils including those with special educational needs.

121. Pupils' skills in ICT develop well. They know the importance of passwords and log on to their own computer and gain access to the required program when guided by their teacher. Basic skills such as mouse control, the use of backspace, delete and simple keyboard skills are taken for granted, even for pupils in Year 1. Year 2 pupils are very skilful when using a drawing program and they draw and then use tools such as 'fill' to complete their work. They change the background colour of their drawing and save their work as a matter of routine. They understand the connection between the work demonstrated by the teacher and their friends on the smartboard, and the work they undertake on their own computers. They also understand the limitations of even the latest technology, especially when it fails to work properly. A group of Year 2 pupils working on their numeracy topic are not at all overawed when using the smartboard to explain how they have completed some quite complex multiplication problems. Younger pupils know that the figures they fill in on a simple database are directly related to the bar graph which the program displays. They also know that the same information can be displayed in several formats such as pictograms, bar graphs and pie charts. Pupils work with a programmable floor turtle such as 'Roamer' and record their routes in a form which is easily understood.

122. The teaching of ICT is consistently good. Teachers plan their lessons so that there is a short time for them to demonstrate new skills and a longer time for pupils to practise, usually in pairs. Planning also ensures that skills learned in previous lessons are revised and then added to. Teachers question pupils expertly to enable them to recall important ideas and skills and then use the information offered to teach new knowledge. Teachers and pupils use correct technical language at all times. Learning assistants and voluntary helpers are given clear instructions so that they can help any pupils having problems. Pupils are excited by their work on computers but because of the good relationships between adults and pupils there are no behaviour problems. Teachers and pupils are comfortable in each other's company and this helps significantly in lessons. For example, on two occasions there were problems with either hardware or software but this caused no embarrassment and teachers were able to use the technical failures to point out the limitations of modern technology.

123. The subject has an enthusiastic and competent co-ordinator who has very clear ideas of what needs to be done to improve standards even further. National guidelines for the subject provide the basis of the school's work. The school has very good resources and uses these well to the benefit of pupils.

## **MUSIC**

124. The high standards seen in music at the time of the last inspection have been maintained and at the end of Key Stage 1 all pupils, including those with special educational needs, are achieving standards that are above national expectations. Pupils enjoy making music and are justifiably proud of their achievements both in school and in local and regional music competitions.

125. Pupils know that good posture is an important requisite for good singing. They sing with great verve, for instance in assembly and in choir practice as well as lessons. They have good voice control and are able to perform a wide repertoire of songs. They are quick to learn new songs and older pupils confidently accompany their singing using percussion instruments. They are developing good skills in composing and performing. In Year 1 they learn to listen to sounds with acute concentration, and suggest how different sounds in the environment vary in frequency and pitch. They devise accompaniments to a simple story and then perform them. This approach is built on further at Year 2 when the accompaniment becomes more complex and pupils are required to perform sounds in small groups and to synchronise their performance very precisely to the telling of the story. Pupils have good opportunities to listen to music in lessons and as part of assemblies. There is a wide range of music played on the cassette player in the hall whenever the hall is not in use so music becomes a constant experience in the daily life in school.

126. Teaching is good overall, with the teaching of the school choir (which is open to all) being very good. Lessons are well planned and well resourced. Teachers have high expectations of pupils' capabilities. Skills are developed systematically and activities increase in difficulty as the lesson progresses. In the best lessons, the pace is brisk and never a moment is wasted. In less accomplished lessons although the pace of teaching speeds up as the lesson progresses sometimes the start is rather slow as instruments are being distributed or organised.

127. The subject co-ordinator is currently on long term absence so the subject is being overseen by the deputy headteacher. She has a good level of subject expertise, as do many members of staff. The planned curriculum gives pupils a logical experience of the subject and covers all the required programmes of study. The school is adapting the nationally devised guidelines to suit its particular needs. The subject is enhanced by the provision of a school choir, recorder groups and a percussion group. These groups are open to all

interested pupils. The subject makes a good contribution to pupils' cultural education and pupils have regular opportunities to listen to music of many styles, cultures and periods.

## **PHYSICAL EDUCATION**

128. At the time of the last inspection pupils' attainment was judged to be average, but pupils were not always given sufficient time during lessons for active involvement. This situation has been remedied and not a moment was wasted in the two lessons observed. Standards have risen and pupils in Year 2 now attain at levels that are slightly above those expected for their age. Pupils throughout the school are very enthusiastic, achieve well and are all well included in the activities regardless of their levels of agility.

129. Pupils in Year 1 attain at expected levels. They showed good imagination during a dance lesson as they pretended to be clockwork bunnies. Pupils explored a range of movements that fitted a "spiky" rhythm and started to link them together holding a steady shape at the end. They watched each other's performances and were able to say what they particularly liked, for example "that's a good ending." Pupils are well aware that exercise makes them hot and breathless. Pupils know that exercise "makes the heart pump faster because you need more oxygen"!

130. During a gymnastics lesson in Year 2, pupils used and developed basic skills well. They explored three non-contact balances with a partner, showing good levels of awareness of different parts of their bodies and the use of different levels. Pupils worked with deep concentration and physical effort to compose these into a smooth sequence with a degree of control and co-ordination that improved greatly during the lesson. They are starting to suggest improvements to others' movements, for example, "tense your muscles", "use your fingers" and generally show high levels of awareness of their own and others' bodies.

131. The school gives generous time to physical education each week so that during the year pupils experience a wide range of activities and build their games' skills as well their skills in dance and gymnastics. Games were not a focus on the timetable this half term. Some links with ICT are made, for example, pupils in Year 2 used a data-handling program to record the results of a survey on favourite sports.

132. Teaching is good with some aspects that are very good. Teachers have good subject knowledge and encourage pupils to use and improve their skills in imaginative ways. For example, in one lesson the teacher made a good link with the pupils' science topic by asking them to move like solids, liquids and gases which immediately produced distinctly different and appropriate movements. In the dance lesson, the teacher read a poem that stimulated ideas, and in both lessons pupils were encouraged to use their speaking skills which resulted in clear observations and opinions being expressed. Teachers plan closely across year groups, but planning does not systematically show a clear learning objective for each lesson at present. Very good relations between teachers and their pupils promote an atmosphere where pupils want to concentrate and learn and therefore they achieve well during each session. Teachers have lots of ideas to stimulate the pupils, so lessons move at a good pace, and pupils are enthusiastic, attentive and thoughtful, and learn well. Time is carefully built into each session for short demonstrations by pupils that ensure that teachers are aware of each pupil's progress and standard.

133. The co-ordinator is keen. She has introduced nationally recommended guidelines and is taking expert advice about adapting these to suit the school. She has also introduced a simple system of assessing what pupils know and can do. At present, she does not monitor teaching but she sees teachers' planning regularly. Resources are good and they are used well.

## RELIGIOUS EDUCATION

134. Standards of attainment were above the expectations of the locally agreed syllabus at the time of the last inspection. Only one lesson was observed this time, but scrutiny of work and teachers' plans, and discussions with pupils indicate that standards have been well maintained. Pupils enjoy religious education lessons and show good levels of knowledge about both Christianity and Judaism.

135. By the end of Year 2, pupils have a wide knowledge of both Christian and Jewish stories. They know what Christians believe, and understand about Christian customs such as baptism. Pupils also understand the significance of candles in religions. They visit a synagogue during the year and discuss both its layout and Jewish customs with regular worshippers. They handle and are knowledgeable about a range of Jewish artefacts. Pupils learn more about Judaism in class reading sessions and they also use their literacy skills well to record the information and stories they know. There was no evidence during the inspection that ICT is used in religious education lessons.

136. Teaching was satisfactory in the lesson observed about special books. The teacher reinforced the pupils' knowledge of the Old and New Testaments and through careful questioning heightened their awareness of differences in baptismal customs between those conducted in the Church of England and those described in the New Testament. However, opportunities were missed to make the lesson exciting through comparing a range of special books, or to extend the pupils' knowledge of baptisms a little further by, for example, discussing Baptists' baptismal customs.

137. The subject is well led. The school uses the new locally Agreed Syllabus which is detailed and relevant, and includes a useful programme for teaching pupils about citizenship and aspects of personal and health education. These all play a valuable part in promoting the good social and moral standards that permeate the school. The co-ordinator monitored teaching last term and sees samples of work each term. The school uses the assessment sheet built into the Agreed Syllabus which provides a clear, brief record of pupils' understanding. Resources are good and are used well.