

## INSPECTION REPORT

### **ALL SAINTS CHURCH OF ENGLAND VOLUNTARY CONTROLLED INFANT SCHOOL**

Hessle

East Riding of Yorkshire

LEA area: East Riding of Yorkshire

Unique reference number: 117979

Headteacher: Mrs A Kavanagh

Reporting inspector: Mr R Robinson  
21024

Dates of inspection: 12 - 15 November 2001

Inspection number: 194994

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Voluntary controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Northolme Road Hessle East Riding of Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Mrs J Mearns
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
21024	Mr R Robinson Registered inspector	Mathematics Religious education	What sort of school is it? The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9327	Mr S Vincent Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
25376	Mrs L Alvy Team inspector	Geography History Music Provision for children in the foundation stage. English as an additional language	Pupils' attitudes, values and personal development
29504	Mrs S Herring Team inspector	Science Art Design and technology Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?
22380	Mrs P Parrish Team inspector	English Information and communication technology Physical education	How well are the pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

All Saints is a large infant school for boys and girls aged 4-7 years that serves the town of Hessle and surrounding areas. It has 224 pupils, 112 boys and 112 girls, who attend full time. In addition, 52 children attend the nursery either in a morning or afternoon each day. There are very few pupils from minority ethnic backgrounds and no pupils are at an early stage of learning English as an additional language. Thirty-one pupils (12 per cent) are on the register of special educational needs which is below the national average and two pupils have statements of special educational needs. Eleven pupils are on a separate register for pupils with behavioural difficulties and these pupils are mainly in Year 2. Children's attainment on entry to the nursery is about average. The percentage of pupils known to be eligible for free school meals is about 13 per cent, which is close to the national average.

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

All Saints is an effective school. Pupils achieve well and reach standards above the national average in English and mathematics by the age of seven, because the quality of teaching is good and most pupils have good attitudes to learning. The leadership and management of the headteacher are effective and the teachers and governors augment the leadership and management well. The school provides good value for money.

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

- Standards in writing and mathematics are above the national average.
- The quality of teaching is good and pupils achieve well.
- Children in the nursery and reception classes have a good start to their education.
- The leadership and management of the headteacher, senior management team and co-ordinators are effective.
- The governors fulfil their responsibilities well.

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

- Pupils' attainment by the age of seven in information and communication technology is below national expectations, and the use of information and communication technology to support learning in other subjects is underdeveloped.
- The monitoring of teaching and learning is not carried out systematically.
- The help for pupils with behavioural difficulties is insufficient.

*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 good improvements since the last inspection in May 1997. Standards in English and mathematics have improved and are now above the national average. The quality of teaching and learning is now good overall.

The areas for improvement have been addressed, as shown below:

- good progress has been achieved in developing a computer suite and agreeing an appropriate action plan to raise standards further; however, these initiatives are recent and pupils' attainment remains below average;
- the lesson plans provide increased challenge for more able pupils and, as a result, standards in both English and mathematics have improved;
- the procedures for checking pupils' academic progress are now good and are consistent

throughout the school;

- children in the nursery and reception classes are provided with good opportunities to use their initiative and to take increased responsibility for their learning, but, in Years 1 and 2, there are limited opportunities;
- each subject is taught separately rather than several subjects being taught at the same time; this has benefited pupils' learning, particularly in English and mathematics.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	C	C	C
writing	A	C	C	C
mathematics	B	D	B	B

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

- In the national tests for seven-year-olds in 2001, standards in reading and writing were in line both with the national average and the average of similar schools. In mathematics standards were above the national average and the average of similar schools.
- Inspection judgements show that pupils' performance by the age of seven is above average in English overall; writing is above average, with reading and pupils' skills of speaking and listening being well in line with standards normally expected. Pupils' performance in mathematics is above average and in line with the national average in science. In design and technology, pupils' attainment is above that normally expected of seven-year-olds. Pupils' attainment in information and communication technology falls short of national expectations. In all other subjects pupils reach the standards expected nationally.
- By the end of the reception class children are likely to exceed the expected standards in personal, social and emotional development, and are on course to achieve expected standards in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Children make good progress in both the nursery and reception classes.
- Pupils enter the school with levels of attainment typical of four-year-olds and by the time they leave the school at the age of seven their attainment is above the national average; therefore, their achievement is good.
- The school is on course to meet its appropriate targets for the proportion of pupils who will reach the expected level of seven-year-olds in English and mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; most pupils enjoy school. The youngest children in the nursery and reception classes are particularly enthusiastic and have very good attitudes to learning.
Behaviour, in and out of classrooms	Good overall. Most pupils are well behaved and work sensibly together; however, the behaviour of a few pupils is a cause for concern in Year 2.
Personal development and relationships	Satisfactory; relationships between pupils and their teachers are satisfactory. A few older pupils find difficulty listening to others.

Attendance	Satisfactory; attendance has improved and is now at the national average.
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## 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 and learning is good. Teachers pay good attention to the development of pupils' skills of literacy and numeracy resulting in good teaching in English and mathematics. Pupils make good progress and reach above average standards by the age of seven.

The teaching in the nursery and reception classes is strong and children do well in all areas of learning and make good progress. This is particularly apparent in the effective teaching of personal, social and emotional development resulting in children quickly settling into the routines of the school and gaining an enthusiasm for learning. Children build on their previous learning well in the Year 1 classes as the teaching is of a good standard. The teaching of design and technology is good and pupils achieve standards above those normally expected of seven-year-olds.

The planning of lessons is good and assists the learning of pupils at different levels of attainment. Teachers enliven lessons by the effective use of teaching-aides, such as artefacts, but they do not plan sufficiently to develop learning through the use of information and communication technology. Pupils gain a deeper understanding of, particularly, basic skills. They work quickly and most pupils are well focused on tasks, attentive and well behaved. Where teaching is unsatisfactory, teachers use methods which do not challenge pupils' learning sufficiently and the behaviour of pupils is not managed well enough resulting in a disruption of learning. Pupils identified as having special educational needs make generally good progress but those pupils with behavioural problems, who have not been placed on the special educational needs register, make slower progress and sometimes affect the learning of others as teachers' time is used managing unsatisfactory behaviour.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced overall and is good in the nursery and reception classes. Effective strategies are used for good teaching of literacy and numeracy skills. Good links exist with other nurseries and with the junior school. The implementation of the planning for information and communication technology is incomplete.
Provision for pupils with special educational needs	The curriculum provision for pupils on the register of special educational needs is adequate.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for personal development is satisfactory overall and is strong in the nursery and reception classes. In Years 1 and 2 the lack of planning limits the enhancement of pupils' spiritual, moral, social and cultural development, and there are insufficient opportunities for children to take responsibility.
How well the school cares for its pupils	The school is a safe environment where pupils are cared for well. Systems and procedures for health, safety and child protection are all well established. The monitoring of pupils' progress is good.
How well the school works in partnership with parents	Satisfactory; parents are broadly supportive of the school and what it does for their children, although some have mild concerns over a number of issues.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and senior management team are good. They are supported well by capable co-ordinators.
How well the governors fulfil their responsibilities	The governing body plans strategically and fulfils its responsibilities well.
The school's evaluation of its performance	There is a strong commitment to the improvement of standards and the school plans effectively in order to meet its targets; however, insufficient monitoring of teaching and learning reduces the school's capacity to improve standards further.
The strategic use of resources	The accommodation is good and supports pupils' learning well, although the provision of suitable outdoor areas and equipment to enhance children's learning in physical and creative development in the reception classes is insufficient. Staffing levels are adequate, but, there are not enough classroom support assistants in the reception classes and insufficient help is given to pupils with behavioural difficulties in Year 2.

## 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>• Their children enjoy school and behave well.</li> <li>• The teaching is good and their children make good progress and are expected to work hard.</li> <li>• Members of staff are approachable.</li> <li>• The school encourages pupils to become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework is inappropriate.</li> <li>• They are not kept well enough informed about how well their children are progressing.</li> <li>• The school does not work closely with parents.</li> <li>• The range of activities outside lessons is insufficient.</li> </ul>

Inspectors agree with most of the positive views of parents though the school does not plan sufficiently to develop pupils' personal development. The concerns of the minority of parents are mainly not supported by the inspectors. The amount and use of homework are typical of that seen in most infant schools. Homework is set regularly and concentrates rightly on reading, with some mathematics and researching current topics. The school works hard to involve parents in the life of the school and the contributions of parents are valued. Extra-curricular activities are similar to other infant schools; there are recorder classes and sports activities, with a range of outside visits and whole-school events. Inspectors, however, agree that the amount of information about progress could be improved, particularly, in the pupils' reports.

## **PART B: COMMENTARY**

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

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

1 In 2001, National Curriculum test results for seven-year-olds show the following:

- pupils' performance in reading and writing was in line with both the national average and the average for schools with pupils from similar backgrounds;
- pupils' performance in mathematics was above both the national average and the average for schools with pupils from similar backgrounds.

2 Inspection judgements of the current Year 2 show:

- pupils' performance in English and mathematics is above average for their age;
- pupils' performance in science is average.

3 Since the last inspection, pupils' performance by the age of seven in reading and writing has been about the national average except in 1999 when standards were well above the national average. In 2001 standards improved on the previous year's results and in reading and writing pupils' performance was well in line with the national average. This improvement has continued this year through the effective implementation of the National Strategy for Literacy resulting in satisfactory achievement in reading and in speaking and listening and good achievement in writing. The strengths in the quality of writing and satisfactory attainment of pupils in reading and in speaking and listening result in overall performance in English being above average which is an improvement since the last inspection.

4 In the national tests, girls have outperformed boys in reading and writing over time but achieve similar results in mathematics. Inspection evidence indicates that a minority of boys is not doing as well as it could because they lack concentration and misbehave on occasions. The school has drawn up an action plan to improve behaviour and this is having a very positive impact in the nursery, reception and Year 1 classes, but improvements in the Year 2 classes has been slower.

5 In mathematics, standards have risen from an average level at the last inspection to above the national average in 2001 which concurs with inspection findings that pupils achieve well. The performance in mathematics in the 2001 national test was the highest recorded in the national tests at the school and reflects the good implementation of the National Strategy for Numeracy.

6 The achievement of pupils is good relative to their average attainment when they start school in the nursery. Pupils are admitted to the nursery after their fourth birthday and to the reception classes three times a year. This means that most pupils have only one term of nursery education before they start the reception class and that those children admitted in the summer have only one term before they join Year 1. Most children, however, achieve well and are on target to attain the standards expected by the end of the reception year in all areas of learning. Most children achieve higher standards in personal, social and emotional development than are expected of this age. Pupils in Years 1 and 2 build on their previous learning well in English and mathematics, and by the age of seven, reach above average standards. In science, pupils make satisfactory progress.

7 Pupils' skills in literacy and numeracy are developed well and used appropriately in other subjects. Pupils' attainment in information and communication technology is below the national expectations by the age of seven and their achievement is unsatisfactory. Information and communication technology is not used sufficiently to support learning in other subjects.

8 Standards in design and technology are better than expected of seven-year-olds and pupils achieve well. In art and design, geography, history, music, physical education and religious education pupils make satisfactory progress and reach standards that are typical of seven-year-olds.

9 Higher attainers, average attainers and those on the register of special educational needs make good gains overall in skills, and in knowledge and understanding, particularly in English and mathematics, but pupils with behavioural difficulties are not provided with sufficient support and make slower progress than other pupils. Pupils' progress is better in Year 1 than in Year 2 though overall progress is good.

10 The school is on course to meet its appropriate targets for the proportion of pupils to achieve the level expected of seven-year-olds in English and mathematics as a result of good teaching. Parents agree that their children make good progress.

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

11 Pupils' attitudes and values are good overall as they were at the last inspection. Personal development and relationships are satisfactory. Parents consider that behaviour is good and the school helps their children to become mature and responsible.

12 Most pupils enjoy being at school and join in sensibly with the activities provided for them. In a Year 1 mathematics lesson, the pupils concentrated well because the teacher used a 'number line' effectively to gain the pupils' interest and co-operation. A group of Year 2 pupils expressed very positive opinions about school. They talked about how much they enjoyed school and their lessons. In contrast during a Year 2 design and technology lesson, some pupils found it difficult to concentrate when not directly supervised and needed the support of an additional adult to provide unobtrusive guidance. Sometimes, as in a Year 2 science lesson the length of a question and answer session left pupils restless and inattentive.

13 The youngest children have very good attitudes to learning; for example, the nursery children were engrossed while the teacher explained well the choice of tasks to the children. They listened carefully and set off to tackle their work with eagerness and enthusiasm. In the reception class the children were enthralled as the teacher read well a 'Slimy Book' in preparation for experimenting with unusual textures. The youngest children are positive and excited about their learning.

14 The behaviour of the pupils around the school and in lessons is good overall; it was often very good in lessons where teaching was most effective, such as in the nursery and reception classes and in Year 1. When lessons are particularly interesting and praise is used effectively to reinforce good behaviour, the pupils are eager to give of their very best; for example, in a Year 1 music lesson the pupils' behaved very well while performing a song because the teacher used praise effectively to gain co-operation and respect. Older pupils understand and talk about the school and classroom rules and know what is expected of them. They are pleased to see their name entered in the 'Golden Book', as a reward for good behaviour for example. Pupils play together at lunchtimes and break times sensibly and co-operatively. There is a pleasant atmosphere at mealtimes and most pupils are friendly and polite. There is no evidence of bullying and parents generally feel that the behaviour in the school is good. The small number of exclusions recorded mainly involved a few pupils with specific problems who have now left the school. There are still a few pupils, mainly in Year 2, who have emotional and behavioural difficulties; when there is no additional adult support for them their behaviour sometimes affects the learning of others by minor disruptive behaviour which has to be dealt with by the teacher, thus reducing the time available for teaching.

15 Relationships between staff and pupils and among the pupils themselves are satisfactory overall. In the nursery and the reception classes the very positive relationships between the

children and the staff mean that the children are often intrigued, excited, interested and delighted about their learning. In a Year 1 history lesson the teacher's good rapport with the pupils meant that they responded by listening attentively, behaving well and following instructions. At meal times the children enjoy each other's company and this is usually a pleasant occasion. Most pupils are happy to come to school, polite to visitors and keen to talk about their work.

16 Pupils respond satisfactorily to the responsibilities given to them. They enjoy particularly using the library for personal research such as gathering evidence in history or finding out information using CD-ROMs. In the nursery and the reception classes teachers plan the development of independence well; for example, each session started with the children planning from a 'jobs board' and they were encouraged to make choices about their work during the day. Teachers set small targets for children, such as putting on shoes or coats, and teachers record and celebrate success. In a Year 2 class the pupils perform small tasks that encourage the development of initiative and a sense of responsibility. Members of staff expect pupils to look after equipment and most respond sensibly. In the reception class, the children are beginning to listen carefully to each other through working in pairs as well as in groups and practical tasks promote the development of independence very effectively. Sometimes the older children do not always enjoy and encourage the efforts of others; for example, when the pupils were appraising a piece of music they had to be reminded about their responsibility to listen more generously to each other.

17 Attendance at the school is satisfactory, being in line with the national average, with few unauthorised absences. This represents an improvement on attendance over the past few years.

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

18 The quality of teaching is good overall and as a result pupils make good progress. Parents agree that the teaching of their children is good. Teaching and learning remains good in mathematics and in design and technology. The quality of teaching has improved in English and is now good. It is satisfactory in all other subjects. This represents a rise in the quality of teaching in information and communication technology, now that the school's facilities in the subject have improved. For the children in nursery and the reception classes, almost nine out of every ten lessons seen were at least good and one in five was very good. For the pupils in Year 1, almost seven out of ten lessons were at least good, and one in ten was very good. In Year 2, most lessons were satisfactory with about one in four being of good quality. One in eleven of the lessons in Year 2 was of unsatisfactory quality. The teaching and learning in Year 2 is satisfactory overall; however, teachers' management of a minority of boys with behavioural difficulties is at times insecure and they do not have sufficient additional helpers to assist them to manage the unsatisfactory behaviour of these pupils.

19 Improvements in teaching have been achieved through monitoring lessons in literacy and numeracy, and through responding to areas noted for development. Over the past three years, the adoption of the national strategies for literacy and numeracy have also helped to unify teaching methods throughout the school. This has enabled a resolution to the problems of organisation noted in the last inspection, when several subjects were taught in the same lesson. Members of staff have also attended appropriate training courses, and observed colleagues and leading teachers in other local schools, for example, teaching literacy.

20 The quality of teaching and learning for children in both the nursery and the reception classes is good. Teachers have a good understanding of how children learn. They provide exciting, stimulating and challenging activities resulting in children having high levels of interest, attention and concentration. Planning is good and takes account well of the national guidance, but the planning does not always identify specifically the different levels of learning provided in the guidance. Teachers have a good understanding of ways to teach the basic skills of literacy and numeracy which enables children to make rapid progress in their learning. Members of staff manage children very well and time is used efficiently so that good opportunities are available for

children to make decisions for themselves through practical tasks. Teachers use homework effectively to develop early reading and writing skills.

21 Good teaching of the basic skills of literacy and numeracy is apparent in Years 1 and 2. Teachers understand the requirements of the national strategies well; however, the teaching of reading by grouping pupils with similar needs has yet to be fully developed. The teaching of writing is very strong and pupils benefit from very well thought out series of lessons. The planning of lessons in both literacy and numeracy is good, and followed up by rigorous assessment of pupils' skills in order to plan future work.

22 The teaching of pupils identified as having special educational needs is good generally. In literacy and numeracy lessons, the planning of suitable activities enables pupils to learn well. The small amount of classroom support is targeted effectively to help pupils participate well in individual lessons. The limited amount of support available from visiting specialists is used well to address the targets in pupils' individual education plans and assists pupils in making good progress, with teachers being kept fully informed. Where teaching is less successful, mainly in Year 2, it is in dealing with those pupils with behaviour difficulties when additional support is not available. This affects the learning not only of the individuals concerned but the whole class as the teachers' time is diverted to managing unacceptable behaviour. In these lessons teachers' strategies for dealing with unsatisfactory behaviour are insecure.

23 Good planning is a feature of teaching throughout the school, which positively assists pupils' learning. The best planned lessons indicate different tasks for at least part of each lesson to meet the differing needs of pupils at varying levels of attainment. Assessment systems are newly established in many subjects, however, and this is an area for development to ensure that teaching closely matches pupils' needs. Lessons in design and technology are characterised, as in writing and mathematics, by a careful building up of pupils' learning, with each piece of work analysed thoroughly by staff. Sometimes, too little part is played by pupils in this analysis, not only in design and technology but also other subjects, such as physical education.

24 The key features of the very good lessons are the high expectations set for the development of pupils' skills and understanding, the skilled use of questions and answers in taking pupils' learning forward, very clear instructions given to pupils with interesting but challenging tasks, and opportunities for pupils to review their learning. Lessons are well paced to maintain pupils' interest and to cover a good amount of learning in the time available. Very good lessons were in the reception classes and in science and physical education in Year 1.

25 Resources for learning are generally innovative and used well; for example, puppets aid story-telling, fans of letters provide enjoyable and swift spelling practice and a plentiful range of examples of historical artefacts is provided, such as old teddy bears. Classroom computers are out of use for much of the day, with pupils' learning, in Year 2 especially, confined mostly to specific information and communication technology lessons. This limits the pupils' experience of using computers despite the recent acquisition of a computer suite, where machines are sometimes shared by up to three pupils for a half-hour session each week.

26 The management of pupils is satisfactory overall with teaching in a small number of lessons hampered by the behaviour of a minority of pupils. Although pupils regularly get stickers for good effort and are rewarded by 'Golden Time' each Friday, sanctions are not so well structured. In addition, the limited number of classroom support assistants sometimes reduces the help available to teachers in keeping the learning of pupils with behaviour or learning difficulties on course. Where classroom support assistants are available, teachers are able to concentrate fully on teaching and this enables more pupils to learn successfully. Pupils on the register of special educational needs are supported well overall and generally make good progress towards the targets set within their individual education plans.

27 In the small number of unsatisfactory lessons, the quality of learning was reduced by teaching methods which failed to engage pupils fully. In a dance lesson, this resulted in a serious

lack of concentration and misbehaviour. Most pupils were unsure what was required of them and the teacher did not pick out the pupils working successfully to demonstrate to other pupils what they expected of them. In religious education, pupils made limited progress in their understanding of the life of St. Paul because there was too great an emphasis on colouring and drawing.

28 The provision for homework is satisfactory overall and good for the children in the nursery and reception classes. Parents work with the school as partners in providing practice for their children in reading and occasional support for work in other subjects.

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

29 The curriculum is broad and balanced overall and provides a suitable range of opportunities for pupils to develop their learning in Year 1 and Year 2. The curriculum is relevant to the needs of pupils, including those with special educational needs.

30 The curriculum for children in the nursery and reception classes is good overall. There are improvements in the overall curriculum in both the nursery and the reception classes due to the effective introduction of national recommendations for children of this age. The provision for the children's personal, social and emotional development is very effective. It provides strong support for the development of positive attitudes to learning. Planning for reception children's physical, imaginative and creative development is inhibited by the lack of an appropriately resourced outdoor play area. The curriculum is enriched, however, by a planned programme of visits and visitors that supports children's knowledge and understanding of the world and their social development effectively.

31 The school has developed effective strategies to teach literacy and numeracy throughout the school, resulting in good standards being achieved. The planning of the curriculum is appropriate for all the subjects, including religious education, with a suitable emphasis on English and mathematics, though some areas of information and communication technology are underdeveloped, and this limits the standards of pupils' computing skills. The weakness in the curriculum for Year 1 and Year 2 is that there is no planned provision for the teaching of personal, social and health education and citizenship. The school recognises this area for development through its recent audit of behaviour. When planning the curriculum the school ensures that pupils in classes in the same year group have equal opportunities provided by teachers using the same lesson plans for each class.

32 Curricular provision for pupils with special educational needs is adequate and there are effective procedures for the early identification of need; however, in using the same lesson plans for classes in the same year group, not all teachers take full account of each pupil's targets and identified needs in planning the curriculum.

33 Subject schemes of work are based on national guidelines generally and there is appropriate planning for skills to be systematically taught. Good examples of this are the thorough and rigorous planning for the teaching of writing, mathematics and design and technology. The governing body has approved a policy for sex education though there are not yet policies for drugs awareness or citizenship.

34 There is a typical range of activities outside lessons for an infant school, including recorder groups and football coaching. The curriculum is also enriched through a variety of visitors to school, such as theatre companies and musicians, and Year 2 enjoyed hearing about Elizabethan times from a visitor in Tudor costume. The school also makes use of the local area, visiting the local church and taking a walk along The Weir.

35 The school has good links with other local nurseries and with the junior school. The headteachers of the infant and junior schools meet regularly, as do the deputy headteachers and the co-ordinators for special educational needs. This helps to provide a smooth transition for pupils and also curricular continuity. This is a good improvement since the last inspection. There are sound links with the community to aid learning, including regular visits from the school nurse, and members of a local group of adults hear children read regularly.

36 The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development.

37 The school provides for spiritual development adequately through daily assemblies and through specific occasions such as Remembrance Day. In assemblies, pupils learn about God in bible stories and celebrate by singing hymns. Teachers invite pupils to join hands as the leader says a prayer. Few other opportunities are available for pupils to offer their own thoughts or for their own quiet reflection. Teachers miss opportunities to develop spirituality in lessons; for example, in Year 2, following the story of Paul's conversion, pupils spent time colouring a picture rather than reflecting on the story through drama, for example. Teachers expect pupils to respect all life, and to empathise with the suffering of the people affected in international disasters. In Year 1, pupils have the opportunity to develop knowledge of themselves as they complete their 'I Am Special!' books. In Year 2, pupils experience spirituality as they learn about the meaning of the Christian symbol of candles; 'Like a candle, a light to the world.' They also learn about the symbolism of candles in the Jewish religion. Following the building of the new classrooms, pupils in a Year 2 class wrote their own prayer to give thanks. They develop insights into Christianity during visits from the local curate, and in joining harvest celebrations in the church. They learn about Judaism in religious education lessons and by visiting a synagogue.

38 Provision for moral and social development is sound and it is good in the reception year. All pupils contribute to the 'Golden Rules' at the start of the school year and include rules such as 'Do my best' and 'Be kind.' They learn the value of sharing through stories such as the Rainbow Fish. Stickers are awarded for good behaviour and attitudes, and the head teacher awards stickers for pupils meeting her secret target. During the week of the inspection this was saying 'please' and 'thank you'. Pupils return the register to the office each day and in some classes there are weekly table monitors; this develops a sense of responsibility amongst the pupils. There are limited other opportunities for pupils to take responsibility and to show initiative in Years 1 and 2. This contrasts with the nursery and reception classes where children are expected to take responsibility; for example, they choose some of their activities and are expected to replace equipment or ensure that the computer is ready for the next person to enjoy. In the reception classes children develop a good understanding of their own learning through individual targets, and are pleased at their success when they can say, 'I can fasten my own coat.' Good use is also made of 'circle time' for these young children to develop social skills as they share their news with a partner. The school has identified the need to extend this good practice to Year 1 and Year 2. The school recognises, through its recent audit of behaviour, that these strategies for promoting personal development would be particularly beneficial to those pupils experiencing behaviour problems; the recent implementation of a good action plan has yet to have an impact on pupils with behavioural difficulties in Year 2. Pupils make a good contribution to the community through involvement in raising money for charities such as Seeds for Africa and in donating gifts for Operation Christmas Child.

39 Provision for cultural development is satisfactory. In studying Judaism, the pupils learn about the different ceremonies and traditions and there is an interesting display of various artefacts, such as the Torah scrolls, a Yad and also some Challah bread. Pupils have had the opportunity to develop their cultural appreciation in participating in a visiting dance workshop and in instrumental workshops. The school recognises the need for pupils to gain an insight into life in a multicultural society, though this aspect is in the early stages of development. A former parent brought in Indian saris for the staff and pupils to try on to learn something of Asian culture and the school has made a successful bid to participate in learning experiences based on African culture.

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

40 The school is a safe and secure environment which responds well to pupils' academic and personal needs.

41 Well-established routines provide for pupils' care and welfare. The procedures for child protection follow local guidelines, and staff meetings maintain awareness and include discussion of any concerns which members of staff have about any child. The training of staff is appropriate. The policy for health and safety is comprehensive and the school implements the procedures well. The routines of classroom safety, fire drills, first aid, medicines and general welfare are consistent and appropriate. Aspects of the curriculum also contribute to pupils' welfare by dealing with personal safety, drugs awareness and healthy living, all in ways which young children are able to understand.

42 The systems for the monitoring and management of behaviour work effectively for the majority of pupils. The 'Golden Rules' are straightforward and, when questioned, the pupils show clear understanding of what adults expect of them. Teachers manage their classes satisfactorily and pupils enjoy the rewards that are given for good behaviour and effort; however, a number of pupils have behavioural difficulties and, as these are not covered by the special needs provision, the school has devised its own strategies to help them. This includes, for example, the provision of daily diaries, close monitoring of individual pupils and the involvement of parents to seek ways of improvement. Standards of behaviour are monitored well. Assemblies reiterate the expected standards of behaviour, care and consideration to be given to others.

43 The procedures for recording and promoting attendance are good. Staff complete registers properly, including the accurate analysis of absence. The school works closely with the educational welfare officer. A recent priority was the promotion of regular attendance and punctuality resulting in the improved attendance figures which are now broadly in line with the average for primary schools.

44 The procedures for recording personal development are satisfactory, based on the records kept by each class teacher, and they demonstrate good knowledge of each child as an individual. Pupils with some element of special educational need have their progress and achievements formally monitored in detail.

45 The procedures for assessing academic development are now satisfactory overall, and good in English and mathematics. This is an improvement since the last inspection, where this was identified as an area for development. Assessment begins in the nursery and reception classes through the detailed monitoring of social skills and progress against the early learning goals. All teachers monitor the assessment of progress in English, mathematics and science thoroughly and in a standard format across the school. At present, the data gathered is held manually and this limits the extent to which it can be quickly analysed and therefore put to best use. Various computer-based methods are being considered for the future.

46 Special educational needs are identified early and there are good procedures for assessing pupils' progress. Targets are reviewed regularly by the class teacher and the co-ordinator for special educational needs to assess achievement against individual targets and to set new targets for improvement.

47 All of these monitoring procedures ensure that pupils receive good support both academically and personally. They allow the pupils to be placed in groups within their class, so that work can therefore be more readily designed to suit the differing rates at which they learn. The information is beginning to be used to predict eventual attainment in English and mathematics, so that it can be used to set targets for individual pupils or groups of pupils. The school tries hard to help all children achieve their best.

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



48 Parents have generally positive views about what the school does for their children and the quality of education it provides. Parents are happy with most aspects of school, including behaviour, progress, and the expectations and values taught. They say their children enjoy school. There are some parents who have reservations about homework, the information provided about progress, the way the school works with parents, the school's leadership and the range of activities outside of lessons.

49 The school provides parents with a good range of information about the school as a community. Day to day matters are dealt with by individual letters and more general newsletters provide information about forthcoming topics, important dates, new initiatives, social events and the Parent and Friends Association. There are occasional seminars and workshops about how parents can help with writing, reading and other aspects of the curriculum. There are opportunities for parents to talk to staff informally at the start and end of the day and parents confirm that they are confident to approach the school with suggestions or concerns. The pupils' annual reports do not provide sufficient information about targets for improvement and how, specifically, parents can help their children themselves. Parents of children with special educational needs are kept fully informed about progress and are involved in discussing their targets.

50 As their children join the school, introductory meetings with parents enable parents to learn more about the school through discussions, and receipt of a useful prospectus, various informative policy documents and the home-school agreement. Almost all parents sign the home school-agreement and return this to the school. These initial links between the school and home ensure that parents thereafter make a good contribution to the life of the school and what it achieves. They give good support to class assemblies, concerts and other events. The Parents and Friends Association's social events throughout the school year are well attended and popular, and raise substantial amounts of money. These efforts have a direct impact on the resources available in the school for their children. A few parents provide valued help in class, particularly in the nursery, and with outside visits. The school is mounting a new campaign to recruit more parents to help with reading.

51 Parents make a satisfactory contribution to their children's successes at school. The provision of homework is, generally, supported by parents. Almost all parents are keen to attend and discuss progress at consultation evenings, particularly where their children have special needs.

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

52 The leadership and management of the headteacher are effective. A good partnership exists between the headteacher and able senior managers and co-ordinators. The headteacher is appreciated and helped well by a hardworking and knowledgeable governing body. The leadership and management have ensured that the school has moved forward positively since the last inspection. The headteacher is very aware of the strengths of the school and the areas for development.

53 The governing body fulfils its responsibilities well. Governors meet regularly as a full governing body and as committees. The governing body plans for the future and keeps a close check on finances to ensure that it is able to maintain an adequate level of staffing for the present year and future years as well as to allocate finances for initiatives to raise standards further. Individual governors are allocated to monitor different subjects; for example, they have discussions with the co-ordinator, occasionally watch lessons, are well informed about developments in their allocated subject and report back to the governors when appropriate.

54 The school improvement plan is a succinct document which has been formulated by staff and governors. The priorities are very appropriate and the plan includes clear direction of actions to

meet objectives within stated time scales, together with financial implications and methods of evaluating the success of initiatives. The main priority this year is rightly to improve pupils' behaviour and the action plan for this objective is comprehensive. Staff and governors have a shared commitment to improve the provision for pupils at the school. The expertise of the staff and the governors is a strong factor in the success of the school. There is a good commitment to continued improvement.

55 The monitoring and development of teaching are satisfactory overall; however, there are no systematic procedures for the monitoring of teaching to effect improvements. In subjects, such as English and mathematics, the monitoring of teachers' planning is good and there have been some observations of teaching and examination of pupils' work resulting in improved teaching and the good progress of pupils. In all other subjects, the monitoring of teaching is underdeveloped and reduces the school's capacity to improve standards further. The school rightly has identified the monitoring of teaching and learning as a priority in its school improvement plan.

56 The members of the office staff are capable and provide the headteacher and other staff with good assistance. Routine administration is dealt with efficiently with appropriate monitoring of day-to-day finances taking place with additional periodic help from a peripatetic bursar. The headteacher and governors receive regular financial information. Specific grants have been used purposefully, such as in the recent development of a well-equipped computer suite to develop pupils' skills and understanding of information and communication technology. The school is aware that information and communications technology is used insufficiently to support learning and has a detailed action plan to use new technology more efficiently to support teaching and learning. Significant amounts of money have been retained rightly to effect necessary boiler repairs.

57 The provision for pupils with special educational needs is well managed and all documentation is up to date. Individual educational plans are clear and manageable, and reviewed regularly and there is good co-operation with external agencies. Grants for pupils on the register of special educational needs are used appropriately. A weakness in the system is that pupils with behaviour difficulties are placed on a separate behaviour register and only appear on the special educational needs register if they have emotional problems or additional learning problems. This means that these pupils do not receive the necessary level of support in the classroom. When taking these pupils into account, the level of additional classroom support is low and this affects the level of achievement in some classes, particularly in Year 2 where most of these pupils are placed.

58 The accommodation is spacious and has been improved significantly recently with the addition of new classrooms and the removal of temporary accommodation. The lack of a suitable outdoor area for children in the reception classes restricts planning for creative and physical development; however, the school plans to enhance facilities in areas previously used for the temporary accommodation in order to redress this weakness. The level of staffing is adequate to assist the learning of most pupils in Years 1 and 2 but the lack of the regular support of classroom assistants for children in the reception classes and for pupils with behavioural problems in Year 2 has a detrimental effect on the care and the help teachers can provide for these pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59 The headteacher, staff and governors should take the following action:

- Improve pupils' attainment in information and communication technology by:\*
  - agreeing and implementing a scheme of work which meets the requirements of the National Curriculum;
  - developing assessment and recording procedures;
  - planning opportunities to use information and communication technology to assist learning in other subjects;
  - providing additional training for staff to increase their competence in information and communication technology.*(Paragraphs 25, 88, 94, 97, 102, 111, 114)*
  
- Extend the roles and responsibilities of curriculum co-ordinators in the systematic monitoring of teaching and learning through classroom observations and the examination of pupils' work. \*  
*(Paragraphs 55, 89, 94, 97, 102, 118, 122, 126)*
  
- Ensure pupils with behavioural difficulties are given additional support by:\*
  - providing additional training and support for teachers in managing pupils with behavioural difficulties;
  - implementing fully the action plan for improving behaviour detailed in the school development plan.*(Paragraphs 4, 9, 14, 18, 22, 26, 38, 42, 54, 56-57, 81, 86, 93, 99, 116, 117)*

In addition to the key issues above, the following less important areas for development should be included in the action plan:

- Agree and implement a policy for personal, social, health and citizenship education in Years 1 and 2.\*  
*(Paragraphs 31, 33, 38, 88)*
  
- Seek ways to employ classroom assistants, and to provide a suitable area for outdoor physical and creative development in the reception classes.  
*(Paragraphs 30, 58, 63, 72)*

\* These areas for development have already been identified by staff and governors.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	32	25	2	0	0
Percentage	0	6	51	40	3	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 one percentage point.

### 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)	26	224
Number of full-time pupils known to be eligible for free school meals		30

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		31

#### 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	14
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	53	60	113

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	46	48	52
	Girls	51	52	57
	Total	97	100	109
Percentage of pupils at NC level 2 or above	School	86 (83)	88 (88)	96 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	51	49
	Girls	51	55	51
	Total	96	106	100
Percentage of pupils at NC level 2 or above	School	85 (84)	94 (85)	88 (76)
	National	85 (84)	89 (88)	89 (88)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	223
Any other minority ethnic group	1

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	8	1
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)	10
Number of pupils per qualified teacher	22.4
Average class size	24.9

#### Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	69

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
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### Financial information

Financial year	2000-2001
	£
Total income	629,922
Total expenditure	573,605
Expenditure per pupil	1,999
Balance brought forward from previous year	36,208
Balance carried forward to next year	92,525

Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

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	250
Number of questionnaires returned	45
Percentage response rate	18

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	54	4	0	0
My child is making good progress in school.	22	59	4	4	11
Behaviour in the school is good.	22	63	4	4	7
My child gets the right amount of work to do at home.	22	54	22	0	2
The teaching is good.	24	61	4	0	11
I am kept well informed about how my child is getting on.	16	38	33	11	2
I would feel comfortable about approaching the school with questions or a problem.	27	58	9	4	2
The school expects my child to work hard and achieve his or her best.	36	57	0	0	7
The school works closely with parents.	11	45	33	7	4
The school is well led and managed.	13	62	11	7	7
The school is helping my child become mature and responsible.	30	56	7	2	5
The school provides an interesting range of activities outside lessons.	11	27	31	13	18



## **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**

60 Children in the Foundation Stage start school in the nursery after their fourth birthday. Each term, some of the children move into the reception class. This means that most children only stay in the nursery one term. Summer born children are only taught in the reception class for one term before they move into Year 1.

61 When children start school, their attainment is average overall. Most children by the end of the reception year achieve well and are on course to attain at least the level expected of their age in communication, language and literacy, mathematical development, knowledge and understanding of the world, and in physical and creative development. In personal, social and emotional development, many exceed the level expected.

62 The quality of teaching of both the nursery and reception age children is consistently good. The quality of teaching of personal, social and emotional development is particularly good. Teaching of literacy and numeracy is also a strength, as teachers know the importance of planning appropriate practical tasks to encourage children to work independently; however, lesson plans do not always identify clearly the small steps of learning identified in the recent national guidelines for children of this age. Since the last inspection the checking of children's progress has been rigorously introduced and the information assists teachers well to plan lessons.

63 The quality of the curriculum is good overall. This has been maintained since the last inspection with good improvement for pupils' personal, social and emotional development. Members of the nursery staff plan a rich variety of experiences in each of the areas of learning. As children have so little time in the nursery, the staff work with the reception teachers well to ensure experiences build well on previous learning. Good improvement in the planning for outdoor experiences has been made since the last inspection. Reception staff also plan a good variety of experiences in each area of learning except for outdoor provision. In this area experiences are limited by the absence of suitable outside areas with sufficient equipment and sufficient staff to assist teachers to develop children's learning further, particularly, in creative and physical development. In this area the curriculum does not fully meet the recent national guidance.

64 The partnership with parents is good. Parents are well informed before their children start school. Good links exist with the local playgroups and nurseries. Pre-school home visits by the nursery staff are used effectively to prepare children for school. Positive relationships are fostered through the exchange of information about children's progress. Newsletters, meetings, reading diaries and homework activities help parents and carers to become involved in their children's achievements.

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

65 In personal, social and emotional development children achieve very well. Teachers establish routines well as the children start in the nursery. Teachers plan effectively for social development; for example, during an outdoor play session all the children were given 'tidying up' jobs with the emphasis placed on listening carefully to instructions as part of the process. The children obviously enjoy the nursery and begin to listen and concentrate consistently, and by the time they start the reception class they can concentrate for longer periods of time. This was evident in a lesson about being 'special' where a good use of resources and time for reflection sustained interest and concentration; this deepened the development of children's understanding of self and others.



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

66 Standards are in line with those expected by the end of the reception year. Higher attaining children are likely to exceed the standards expected by the time they enter Year 1. Children achieve well. The quality of teaching is good in both the nursery and the reception classes. In the nursery, children listen quietly as the teacher introduces a new letter 'sound', and they imitate it accurately. A small group of children begin their work industriously with a parent who helps them to trace letter shapes carefully. Two children work very co-operatively together to match alphabet letters in a jigsaw. The children enjoy looking at books and more able children can talk about some of the pictures. Less able children need more support to concentrate and persevere with a story to its conclusion. The members of staff in the nursery encourage a good early start to reading and writing by asking parents to share books at home and to complete an activity sheet regularly. In the reception class teachers continue to build on this successfully and there is much emphasis on encouraging children to work with a partner to develop further their skills in speaking and listening. High expectations and levels of challenge result in more able children responding well. They share their news eagerly and their speech is clear. Less able children need support, although they persevere with the task. The teaching of reading is good and a number of more able children read simple words associated with the characters in their first reading book. More able children know many of the initial letter sounds in words although less able children need prompts to name the letters accurately. Most children can write and recognise their name and ask and answer simple questions. Language for thinking is developed well through the use of role-play; after a theatre company visit, for example, in the home corner or through a good range of practical activities. In both the nursery and the reception classes the children have opportunity to write for different reasons and purposes. In the nursery, all children contribute to a daily weather record and, in the reception class, they make 'I Spy' books recording the things they collected on an autumn walk.

## **Mathematical development**

67 The members of staff in the nursery talk about number at every available opportunity; for example, as the children are collecting for registration and with the teachers help they count who is present. Discussion takes place about who is away as well so that children are introduced to mathematical language such as 'more than' and 'less than'. The teachers then extend this in the reception class by asking the children 'What do we know about the numbers?' A higher attaining child made a two-digit number on the whiteboard while others counted beyond 20 with ease. The pupils acquire new skills, as they have to work hard to think about the answers to the teachers' challenging questions. By the end of the reception year, most have achieved the standard expected for their age and some exceed it.

68 A strength of the teaching is the good use of practical experiences to develop children's knowledge. This is used systematically from nursery to reception classes; a good example is the way the nursery children are taught to match basic shapes and learn their names using a computer software program. By the end of the reception year, most can name basic shapes, such as square and rectangle, and say why they are different. Higher attaining children can say a hexagon has six corners if it has six sides for example. The teachers' good use of questions assists children's learning and challenges them; for example, in a well-planned singing game the children develop and increase their understanding of the everyday words used to describe position, direction and movement.

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

69 The children achieve well over time because the teachers in both the nursery and the reception classes plan and teach effectively an exciting and interesting range of topics. Most are on course to attain the standards expected and have had a good introduction to science, information

and communication technology, geography, history and design and technology. Nursery children develop their skills of using the mouse in the computer suite and quickly use a 'left click, hold down and drag' on the mouse to draw a line. More able children can say why this is different to the mouse they use on the nursery computer. Insistence by the nursery staff on high standards of behaviour and co-operation means that learning is productive and everyone gets a turn. In reception the children use these skills to produce drawings and learn with help how to print their work. In the nursery, children take part in a science week or design a boat for a boat race. In the reception class they learn how to use magnifying glasses and microscopes to observe leaves and twigs they have collected on a walk around the school. Children begin to understand a sense of place because they learn to follow directions when exploring the school or investigate the features of the two playgrounds. They plot a route with the teachers' help on paper and teachers put it on display to encourage the children to talk about their experiences.

70 Both nursery and reception staff use questions very effectively to challenge children to investigate and think about their work. In a science lesson about the senses, for example, the teacher used photographs to recall previous work. A higher attaining child remembered that a spider's ears are on its legs while another knew that a shaker had too much pasta in it to make much sound. Teachers plan a good balance of activities resulting in children being excited and interested and wanting to learn.

71 In both the nursery and the reception class, the children develop a sound understanding of time and place. Routines such as the 'jobs board' help to track the days of the week and the time of the school day. Nursery children begin to learn about the past when they make a model of a 'boneshaker bike'.

### **Physical development**

72 Children's physical development is at least in line with the level expected. Most children achieve well. The quality of teaching is good overall. Nursery children benefit from a wide range of experiences both in and out of the classroom. In the nursery, planning is good and in lessons children learn to control large wheeled equipment as well as developing imaginative play. Children play together well in small groups; encouraged by the nursery nurse, they dress up and control the traffic, for example. In a dance lesson, the reception children made good strides in learning how to move imaginatively to music. Higher attaining children responded well to the challenging tasks and created different movements with increasing creativity and effort. Teachers in the reception classes teach singing games and other activities outdoors; however, planning is still limited and cannot, as in the other areas of learning, build sufficiently well on the good practice in the nursery because of the lack of a suitable outdoor area, sufficient outdoor equipment and staffing to assist the teachers.

### **Creative development**

73 The quality of teaching is good overall and the children achieve well. Most children achieve the level expected. Planning in both the nursery and the reception class provides good opportunities for children to create music, explore a range of materials or take part in role-play. In the reception class, however, insufficient opportunities are planned in an outdoor environment to extend children's learning both imaginatively and creatively because of the lack of suitable outdoor areas and the insufficiency of additional staffing to provide enough help for the teacher.

74 In a music lesson in the reception classes, good teaching created an opportunity for children to recognise contrasting sounds. The teachers worked well together so that the children listened and concentrated very well. They tried to give hand signals as they recognised long and short notes and loud and soft sounds in response to notes played by the teacher on a guitar. In a follow-up session, the children, in pairs, used instruments to play their own notes. Higher attaining

children were confident to explain how they used hand signals to conduct their partner while lower attaining children needed much more help from an adult to complete the task. In the nursery and the reception classes the children have a good range of art experiences. They explore colour, texture, shape and form through colour mixing, printing and drawing, often using their skills to illustrate stories that they have heard, such as 'The Sunflower that went Plop'. The drawings of higher attaining children show developing detail and care. Members of the nursery and reception staff extend the children's experiences by skilful intervention; for instance, by playing alongside the children in the house to develop language, teaching sensitively how to mix colours correctly or cut, join and combine materials to make a boat that will float.

## ENGLISH

75 Standards of attainment are average for seven-year-olds in reading and above average in writing. In speaking and listening, attainment is average overall but with a wide variation between pupils. The overall performance of pupils in English is better than normally expected of seven-year-olds and they achieve well relative to their prior attainments. Since the last inspection, standards have been maintained in reading and good improvement has been made in writing and in speaking and listening. The school's results in national tests are generally keeping pace with improvements nationally and in similar schools in reading but are beginning to exceed the national trend in writing.

76 As pupils enter Year 1, their levels of attainment in both reading and writing differ greatly according to the length of time they have spent in the reception class, which varies between one and three terms. Nonetheless, good, well-planned provision makes sure that most pupils learn the basic skills rapidly. In both Year 1 and Year 2, progress is good in writing and is satisfactory in reading. Improvements in teaching are introduced each year as a result of careful monitoring of pupils' attainment by staff and this is steadily improving the pupils' quality of learning, particularly in writing. Recent changes have included an earlier and stronger focus on teaching letter sounds and blending them into words, the much earlier introduction of joined handwriting, and the use of a wider variety of texts for reading, including more non-fiction and a greater variety of fiction such as poetry and plays. Members of staff work together well, planning for lessons within year group teams. This ensures that the quality of teaching and learning is consistent across all classes. In the mixed Year 1/Year 2 class, careful attention is given to the learning needs of the pupils within each age group.

77 The pupils' reading skills develop steadily through sharing texts as a class, individual practice with teachers, and support staff, and taking books home to share with families. Although most pupils enjoy reading, few can name favourite children's authors. Even the most able readers tend to have little experience of reading with their teacher outside the published schemes chosen by the school. This limits their experience of well-known children's authors. Nevertheless an increasing range of texts is selected for class use and these are proving beneficial in extending the pupils' learning. Pupils in Year 1 made good progress using the book, 'The Noisy Monkey', to work on the sequence of the story and to highlight characters and particular vocabulary. Characters in the story were brought successfully to life through the use of puppets, and selected words were sometimes reproduced on large cards for extra emphasis. Pupils read the story together, giving dramatic emphasis to the dialogue. In Year 2, pupils shared a non-fiction text about Elizabeth I as part of their history project on famous people. They demonstrated their understanding of the content page and an increasing familiarity with the index page and use of the glossary. Within individual reading, pupils showed an ability to read at a suitable level for their age, but in Year 2, most pupils showed less interest in the fiction books selected for individual reading than in the books they were able to talk about that had been shared as class texts. The reading in small groups advocated by the National Literacy Strategy, to enable pupils to discuss texts more fully with their teacher in addition to practising reading the text, is not yet in place. Plans are in hand to introduce this strategy into Year 1 classes. Pupils in Year 1 also benefit from a wider range of individual reading books, such as non-fiction books suitable for the age group. Pupils select library books each week and enjoy taking them home to share with their families

78 The pupils make good progress in all aspects of learning to write and improvements recently brought into Year 1 are consolidating this good learning further. Teachers work hard to establish pupils' spelling by giving close attention to letter sounds and word building, and using effective resources, such as 'letter fans' which allow pupils to practise many simple spellings for a short time daily. Careful note is taken of the pupils' stage of development and fans vary in their range of letters, with harder words being given to more advanced pupils. Spelling in Year 1 is well supported by providing pupils with easy access to frequently used words and by encouraging independent word building using letter sounds. Teachers are finding that the improved attention to letter sounds is accelerating progress. In Year 2, daily practice maintains and improves the pupils' spelling skills and this is reflected in their writing. Pupils have a different letter combination, such as 'ar', to learn each week and helpful lists are devised showing whether the specified letters are at the beginning, middle or end of the word. Lists made in previous weeks build up a bank for future use. Punctuation skills are given appropriate priority and, by the end of Year 1, most pupils use capital letters and full stops consistently, and some much sooner. In Year 2, this skill develops further and pupils begin to use speech marks, question marks and exclamation marks. One pupil noted that a question mark was missing from a sentence in her reading book. Handwriting is a developing feature in the school, with joined writing beginning much earlier since the introduction of a new handwriting scheme in the reception classes last year. This has established a sound use of cursive script in Year 1, which promises good levels of achievement by the end of Year 2. Pupils in Year 2, as in previous years, are learning to join printed script and most pupils present their work neatly and legibly.

79 The development of writing is a strength and one that is achieved more quickly than in most schools. Teachers use class texts skilfully to establish the sequence of events in stories, and pupils soon learn to identify the order of events and to reproduce them in re-telling stories in speech, pictures and written sentences. Work is improved upon constantly until a more complex piece of writing is achieved; for example, a well-planned sequence of work over a week of literacy lessons enabled pupils in Year 1 to make rapid progress in building more independence, confidence and quality into their work. From the earliest stages, emphasis is given to interesting vocabulary; for example, one of the younger pupils in Year 1 developed their work over the week of the inspection from simple sentences, such as 'Monkey can run' to 'Monkey likes to swing in the trees' to sentences including adverbs, such as 'Hippo walks silently.' The pupils soon learn to incorporate dialogue into their work, such as 'The lion was asleep until he heard chit chat. 'Go away,' said the lion.' Such advances in composition are enabled by lively readings of an increasingly familiar text and discussions based on characters in the story, with the pupils' awareness of dialogue heightened by the use of puppets. Pupils in Year 1 also took turns in using the computer to copy or devise sentences. Pupils in Year 2 were observed learning to write in note form, helped through the opportunity to select key words from a collection taken from the class book about Queen Elizabeth I. Within previous work, the use of dialogue was emphasised through the use of speech bubbles, and this was reinforced through the use of the word processor to publish speech bubbles. Teachers mark the pupils' work thoroughly, making pertinent teaching points to individual pupils and making frequent assessments of levels of learning; this helps to appreciate how well they are doing and how they can improve.

80 Discussion is a regular feature of most lessons and teachers are seeking ways of increasing the contribution of even the quietest pupils. In Year 1, pupils take turns to sit in 'the hot seat' to talk about their news or their work, and other pupils are invited to ask them questions to develop the discussion. In some classes, the pupils sit in a circle and take turns to contribute to the class discussions. In other classes, opportunities are missed to encourage more pupils to take part by taking answers from volunteers only, which tends to give more practice to a smaller group of pupils. Sometimes, teachers give information too readily without seeking pupils views, such as in Year 2 when pupils studied a book about Elizabeth I. Sometimes, in Year 2, teachers read the class text without encouraging pupils to join in; this results in some pupils losing interest and concentration. In Year 1, teachers not only ask pupils to join in but expect a very lively use of expression, which emphasises meaning and dialogue. Pupils can generally express their thoughts and ideas fluently for their age. However, a few pupils develop skills in language slowly and

experience some difficulties in pronunciation.

81 Teaching in English is good overall. In Year 1, it was consistently good, while in Year 2 it varied from satisfactory to good. A review of previous work indicates that the teaching of writing in Year 2 is good. Skills are taught consistently and rigorously, a lot of work is covered and pupils make good strides in their learning. Occasionally aspects of the history text chosen for the pupils in Year 2 are too difficult for the age group, which limits opportunities for them to comprehend the text fully. Individual teachers refine the teaching plans to make them fit the specific need of groups of pupils in their classes and sometimes this is done more successfully than others, particularly with regard to the needs of the lower attaining pupils. When classroom support assistants are available, the needs of all pupils, including those with special educational needs, are generally met well. Without their support, teacher occasionally, particularly in Year 2, find difficulty in meeting the needs of the lower attaining pupils and those with problems with behaviour.

82 The subject co-ordinator has led good improvement in the teaching since the last inspection, supported by the local education authority in putting into place the recommendations of the National Literacy Strategy. Teaching and learning have been monitored and reviewed regularly, and members of staff have had the opportunity to view colleagues and leading teachers in other schools. Changes are planned carefully in advance of their introduction and teachers and support staff are very clear on the reasons for and expected outcome of, new recommendations. Resources are satisfactory overall; however, some books are very well used and now ready for renewal. New books have been purchased to enable the introduction of reading in groups to take the teaching and learning forward in reading.

## **MATHEMATICS**

83 Standards of attainment have improved significantly since the last inspection and are now above the national average by the age of seven. Pupils' progress, including that of those pupils identified as having special educational needs, is good. The teaching is effective and, as a result, most pupils achieve well. Pupils' attitudes to learning, their behaviour and personal development are satisfactory.

84 There is no significant difference in the attainment of boys and girls, though a few older boys lack concentration in whole class discussions. Teachers are not always mindful to ensure that the organisation of whole class groupings are appropriate; for example, in one lesson in Year 2 all of the girls were in the centre of the group while the boys were on the periphery and some lacked concentration and did not take an active part in the lesson.

85 The quality of teaching is good. In the best lessons teachers check pupils' understanding constructively through direct questioning of individuals at an appropriate level. Pupils willingly answer and receive positive feedback from the teacher. The lesson planning is good and the brisk pace of lessons provides for plenty of opportunities for pupils to practise basic skills; for example, pupils in Year 1 counted forwards and backwards from zero to ten and higher attainers counted up in twos to 20. In group work, pupils work together well. The good level of challenge results in pupils developing their understanding well. This happened in a Year 1 lesson when lower attainers coloured alternate numbers up to 20 with some help while most pupils could identify correctly on a 100 matrix even numbers up to 20. Higher attainers spotted the pattern of numbers and extended to 100.

86 Where teaching is satisfactory there are strengths and weaknesses. Teachers have high expectations of good behaviour, but occasionally caution pupils unnecessarily in Year 2; this reduces the impact on pupils when cautions are definitely appropriate, and does not develop good working relationships between the teachers and pupils. Teachers make good use of resources; for example, in a Year 2 class the teacher used the wall clock and a demonstration clock to check pupils' skills of telling the time. Lower attainers could tell the time to the nearest hour and average attainers recognised quarter-past and half-past the hour whilst higher attainers stated how many

minutes there were up to the hour. Teachers in Year 2 do not organise the movement of pupils from their desks to the carpet sufficiently well and this results in some boisterous behaviour with the teachers having to spend time refocusing the pupils on the learning. Occasionally, there is insufficient challenge in Year 2 for pupils at different levels of attainment, particularly higher attainers, and the rate of pupils' progress at these times is slower than it should be.

87 By the end of Year 2 most pupils can count forward and backwards in five and tens up to 100 quickly and accurately. They split two-digit numbers into tens and units correctly and can subtract 200 from 700. Higher attainers write multiplication stories to represent multiplication, such as two times six. Lower attainers count in two's correctly up to 20. Most pupils interpret block graphs appropriately; for example, 'How many children have a cat in Year 2'. Higher attainers answer more complex questions such as 'How many more children have a dog than a cat?' Most children can split a regular shape according to the line of symmetry. They recognise shapes and name them correctly; for example, 'circle', 'triangle', 'square' and 'rectangle'. Higher attainers investigate the differences between a cube, cylinder, cuboid and sphere. Pupils understand the difference between an analogue and a digital clock and most are able to translate 'quarter past' and 'half hour' from an analogue clock to a digital time. In discussion pupils use the language 'digital' and 'analogue' correctly.

88 An area for development, which has been identified in the school development plan, is the limited use of information technology to assist learning. Pupils have some opportunities, however, to use a CD-ROM to consolidate the language 'full', 'empty' and 'half,' and to devise instructions to make a programmable toy reach a point between two objects and to develop an understanding of turning. When computers are used in mathematics lessons, occasionally the program is unrelated to the mathematics being taught; for example, pupils worked on a 'paint' program during a lesson to develop an understanding of odd and even numbers.

89 The leadership and management of the subject are good. The co-ordinator is very committed and has prepared clear planning to assist teachers to implement the national strategy for numeracy well. The procedures for checking pupils' progress are particularly good, tracking pupils' progress effectively as well as identifying areas of learning that need to be developed further. The senior managers do not carry out monitoring of teaching and learning systematically, in order to improve standards further, although the co-ordinator analyses teachers' day-to-day planning and evaluations thoroughly. The school development plan for the subject is good and includes appropriate targets for the proportion of pupils to achieve the level expected of their age and the higher level. Time has been allocated for the co-ordinator to monitor lessons to develop further the quality of problem solving activities.

## **SCIENCE**

90 Pupils attain average standards by the age of seven. The most recent assessments of pupils' attainment by the age of seven indicate that attainment is below the national average; however, scrutiny of pupils' work and observing their responses in lessons indicate that their work is at the level expected for their age. The assessment procedures are too rigorous and do not reflect the standards achieved by pupils. The accuracy of the teacher assessments was questioned in the last inspection and has not been resolved. The school accepts now that more regular checking of pupils' progress is necessary. Improvements since the last inspection are satisfactory.

91 Achievement is satisfactory overall for all pupils, including those with special educational needs. It is good in Year 1 where the interesting range of practical activities and good questioning of pupils promote good learning. While progress is reasonable in Year 2, the pace of lessons is generally more leisurely and activities are not always sufficiently challenging for higher attaining pupils; for example, pupils who could list members of different food groups and undertake more research in books, stick and paste given examples on their chart. In addition, the number of pupils

with behaviour difficulties in some older classes means that the flow of lessons is interrupted as the teacher deals with disruptions, and this affects the progress of all pupils.

92 The subject is well planned in accordance with the nationally recommended guidelines, with an appropriate emphasis on learning through experimentation and investigations. By the age of seven, pupils have developed an understanding of the needs of living things, knowing that plants need water to grow and that humans need a balanced diet. They know that different living things are found in different habitats; for example they described how badgers live in underground tunnels. They conduct experiments to test different papers and can draw a table to indicate different uses; they found out that brown paper is strong for wrapping parcels. There were limited opportunities for pupils to study the reasons for the specific use of other materials. Lower attaining pupils develop an understanding of different materials and match wool to a jumper and apples to a tree. Higher attaining pupils test different materials and discover and explain that elastic changes its shape through stretching whilst cans change shape when squashed. Pupils can describe the effect of different forces; for example, pushing moved the buggy while pulling moved the telephone receiver. They have a sound understanding of which appliances use electricity and can draw a simple electric circuit to make the bulb light. Higher attaining pupils can organise their findings in a table, separating things into categories of those which use electricity to light, heat or cool things.

93 Teaching is satisfactory overall with the best teaching and learning in Year 1. All the lessons start with a good recapitulation of previous work, which shows that pupils retain facts in some detail. Teachers make good use of homework and parents assist their children well at home, demonstrated in the writing of a diary of food eaten in one day. The planning of lessons is good and generally indicates different follow-up work related to different level of attainment; however, work for higher attaining pupils is not always sufficiently demanding. In the best lesson, very good questioning and clear demonstration by playing a recorder, led pupils to distinguish between high and low sounds and to realise that air needs to be pushed through the recorder to make a noise. A good range of practical activities promotes a high level of interest, and enables pupils to discover which instruments need to be banged, scraped, shaken or blown to make a sound. The good organisation of activities enabled one higher attaining pupil to discover that the tambourine could be shaken or banged. In the other lessons, the pace was often too slow, with pupils spending too much time on the carpet listening to the teacher rather than getting on with independent work. This lack of involvement is also a factor in pupils with behaviour difficulties losing concentration and having to be called to order.

94 The leadership and management of the subject are good with detailed records kept of planning and assessments, and specific advice is readily available. In particular, good guide sheets provide help for teachers to plan experiments and investigations. The co-ordinator is knowledgeable about the subject and provides a good model of teaching practice. The co-ordinator monitors planning regularly, but the school recognises the need to monitor the standard of teaching and pupils' work to raise standards. Good procedures are in place for assessing pupils' understanding at the end of topics but the school recognises that, in being too cautious in relying exclusively on this method, overall teacher assessment of pupils' attainments are too low. There are good links with numeracy in drawing graphs and interpreting information and with literacy as pupils label their work and write simple explanations of what they have done. Use of information and communication technology to aid learning is very limited.

## **ART AND DESIGN**

95 Pupils are attaining standards at the level expected for their age and that achievement is satisfactory. This maintains the standards identified in the last inspection.

96 The teaching is of a satisfactory quality. Skills and techniques are taught systematically. Pupils have good opportunities to develop their skills through trying out a range of effects using felt tips, chalk and charcoal. Illustrations in other subjects, such as science, show a good standard of drawings from direct observation. Good teaching strategies encourage pupils to look closely at

their subject when drawing or painting; for example, in Year 2, pupils pretended to be a camera as they completed detailed self portraits and mixed colours well to provide a good colour match. Pupils learn about the work of famous artists and use this to gain ideas for their own work; for example, Year 1 pupils studied Picasso's "Portrait of a Young Girl" before completing their own paint and pastel pictures. In Year 1, pupils have good opportunities to work collaboratively on producing Joseph's coat of many colours and a spring frieze. Pupils in Year 1 work with clay to make snails with spiral shells, though the range of work in Year 2 is more limited. Pupils have a chance to talk about their work and to suggest improvements, though this is not yet fully developed.

97 The subject is well organised. The new scheme of work links well to the nationally agreed guidelines, providing good guidance for teachers; however, the policy does not reflect the current practice. Teachers assess pupils' work regularly. The co-ordinator monitors teachers' planning and makes suggestions for improvement. Good photographic evidence is kept of pupils' work to check continuity and standards. The monitor of teaching is insufficient, though this is planned for next term. The subject makes a satisfactory contribution to literacy and numeracy through labelling designs and through studying shape and symmetry. The use of information and communication technology to aid learning is in the early stage of development.

## **DESIGN AND TECHNOLOGY**

98 Pupils achieve standards above the expected level, maintaining the standards identified in the last inspection. A strong feature of pupils' work is the high level of skills acquired through the well-planned opportunities for teaching skills such as cutting and sewing. The opportunities to evaluate their work and consider improvements are less advanced.

99 All pupils, including those with special educational needs, do well through good use of classroom support to help groups and individuals; however, pupils with behaviour difficulties put significant demands on teachers' time; this restricts the time available for teaching the rest of the group. Teachers organise lessons well to allow the teaching of skills effectively in small groups, when no additional support is available.

100 Throughout Year 1 and Year 2, pupils have good opportunities to discover how things work by using a good range of construction kits and by examining everyday products; for example, in Year 1 pupils used construction equipment to make a pivot and, through good questioning by the teacher, were able to compare the movement to scissors and garden shears. By the age of seven, pupils are able to use their knowledge of working models and study of toys to help them in designing a puppet and also in designing a vehicle with a fixed axle. Pupils understand the importance of clear plans showing the side and rear view as well as the front. The plans of higher attaining pupils are very detailed and show a good appreciation of the need to make their products attractive. Most pupils can use tools accurately and have a good understanding of how to join and assemble different materials because of systematic teaching. This happened in Year 1 where pupils observed that the slider needed to be wider at one end so that it did not disappear through the slot completely. During discussions, pupils in Year 2 are able to decide whether they are pleased with their designs, though there is no systematic planning for pupils to evaluate their work and to suggest improvements.

101 Teaching is good. Teachers have a good knowledge and understanding of the subject which enables them to pose challenging questions to help pupils' understanding; for example, a higher attaining pupil discussed with the teacher the function of a split pin in a pivot. When focusing their attention on teaching skills to one group, teachers provide a good range of activities to enable other pupils to practise their skills, including the use of sewing cards and sewing boards. The interesting range of activities motivates most pupils well, though a small minority of pupils finds it difficult to concentrate on their work when not directly supervised, and this sometimes disturbs the concentration of others. In the best lessons, teachers give clear time limits to encourage pupils to work quickly resulting in pupils working productively and completing their work. Teachers assess



pupils' achievements well during lessons through discussions and observations.

102 The leadership and management of the subject are good. The successful introduction of a scheme based on national guidelines ensures all elements are taught. There are good procedures for assessing pupils' progress and clear records are kept. The co-ordinator checks planning regularly and monitors some pupils' work informally in Year 2. There has been no opportunity to observe the quality of teaching and learning in lessons, though this is planned for the next summer term. There are satisfactory opportunities to develop literacy and numeracy skills through the labelling of work and through estimating and measuring materials and studying shapes in the environment. There are limited opportunities to use information and communication technology to aid learning.

## **GEOGRAPHY**

103 At the last inspection standards, matched national expectations. There has been satisfactory improvement since the last inspection, with the introduction of the new national guidelines and improved procedures for the tracking of pupils' progress. It was not possible to judge the quality of teaching and learning as no lessons were seen during the inspection.

104 In Year 1 and Year 2, teachers develop geographical knowledge, skills and understanding both inside and outside the classroom. Pupils in Year 1 develop skills of observation and recording; for example, they identified buildings in their street and plotted them on a route to school. They communicate the information in different ways such as in a study of the local area where the pupils noted the different ways they travelled to school and completed a traffic survey. By Year 2, pupils draw simple maps, and a higher attaining pupil made a good attempt to identify where places are on a map of Flamborough. There is little evidence of the systematic use of geographical vocabulary, although higher attaining pupils in Year 1 made a good attempt at labelling features, such as school, houses, bridge and road, on a route. Pupils make satisfactory progress overall.

105 Teachers plan a programme of visits and visitors each year so that the pupils experience interesting opportunities to develop knowledge, skills and understanding at first hand; for example, after a visit to a contrasting locality to their own, the pupils in Year 2 used the computer to produce a news report. Links with literacy and numeracy are satisfactory although the use of information and communication technology is limited in some units of work. Lower attaining pupils try hard to complete tasks, and those with special educational needs work well, especially when additional support is available.

106 The co-ordination of geography is effective and a suitable action plan gives a clear indication of further development. Teachers plan work thoroughly to ensure that the classes in the same year groups receive similar experiences.

## **HISTORY**

107 Standards of pupils' attainment are in line with national expectations by the age of seven. There has been satisfactory improvement since the last inspection as the school has introduced new national guidelines for history as well as improved procedures to track pupils' progress.

108 Pupils begin to develop a sound understanding of the sense of time and the passing of time; in a conversation with a group of pupils in Year 2, for example, they used phrases such as 'a long time ago' to describe the events in the Great Fire of London. A lower attaining pupil described clearly how and why the fire spread, inspired by the pictures in a book on display. Neatly presented diary writing by a higher attaining pupil communicates to the reader the spread of the fire. In this way, pupils begin to develop historical enquiry skills through a range of sources of information such as the diary of Samuel Pepys or well illustrated information books. Pupils' achievement is satisfactory overall.

109 The teaching is satisfactory and pupils make sound progress. Teachers identify clear learning objectives in their planning although they do not share these quickly enough with the pupils at the start of the lesson in order to focus the task. Effective use is made of a large selection of teddy bears, brought from home, to form a time line. This engaged the pupils' interest and enlivened the learning so that they developed and increased their understanding of old and new objects. In one lesson the teacher challenged the pupils to think about 'How we know whether it is an old or a new bear?' This resulted in a lively exchange of views. Guided by the teacher, the pupils' used terms such as 'old', 'new', 'modern', 'before' and 'after'. This increases their skill in placing old and new objects in chronological order and in describing their characteristics. The use of a beautifully illustrated 'big book' about teddy bears assisted pupils' learning well and the teacher used it appropriately to develop historical knowledge and understanding. Most children listened sensibly, including lower attaining pupils who concentrated well. Most pupils tried to answer questions about differences between old and new bears. Teachers encourage pupils with special educational needs to contribute in discussions.

110 The leadership and management of the co-ordinator are effective although there are only informal procedures in place to monitor teaching and learning to raise standards further. A good range of visits and visitors enliven the learning effectively; for example, in their work about holidays and seascapes long ago and the lives of significant men and women, such as Mary Seacole or Captain Cook. On another occasion, a visitor played the part of a servant in the time of Elizabeth 1 resulting in pupils being enthralled, and making their studies interesting and stimulating.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111 As at the time of the last inspection, attainment is below that expected nationally for pupils in Year 2. The pupils have insufficient experience of using computers, and skills in information and communication technology are infrequently used to assist learning in other subjects. A new computer suite has recently been installed and the school has adopted the national recommendations for a scheme of work.

112 The attainment of pupils in Year 1 is broadly suitable for their age although their experience of using computer programs is limited. In the new computer suite, they are being systematically introduced to simple controls, such as the use of the mouse to drag pictures across the screen to 'dress the teddy bear'. In classes, they are learning to copy simple sentences onto the word processor, with higher attaining pupils composing their own sentence on-screen. Higher attaining pupils can enter text onto pictures. In Year 2, pupils are at a lower than average level of attainment because their previous experience has been limited. The prospects for improved progress this year are good due to the improved facilities in the school. Those pupils who have a computer at home are confident using the computer keyboard, but a significant number are still learning the basic functions of arrow-keys and the space bar. Most are learning how to insert capital letters and how to convert a horizontal list of the months of the year into a vertical list. They are beginning to use arrow keys to place the cursor immediately next to a comma or space they want to delete and to use the 'enter' key to move text down a line. The direct teaching now available within the new computer suite is improving provision but few opportunities are found to use the computer within other subjects; for example, mathematics programs are used insufficiently to support computational skills or to enter simple data for analysis. Pupils completed some research work using a CD-ROM in Year 2 last year, but this work is not routinely included within subjects such as history. There are plans to extend this work now that the school has access to the Internet. Work with a programmable floor toy is well established.

113 The quality of teaching is satisfactory in both Year 1 and Year 2. Every class uses the computer suite each week though this is very recent. Teachers are still assessing the potential of the new suite and the optimum number of pupils that can be taught at any one time. Teachers show secure knowledge of the software being used but have no classroom support to enable them to respond to pupils individually in order to speed up pupils' progress. In Year 1, when the

machines were shared between three pupils, progress was limited overall by the short time available for individuals to operate the program. In Year 2, pupils worked individually or in pairs on one machine and better progress was made. In all lessons, the pupils showed interest, excitement and a willingness to learn. Teachers evaluated the lessons successfully and identified adjustments for future planning.

114 The school development plan currently focuses on improving standards in information and communication technology in response to the long awaited installation of the computer suite. The plan for the year indicates that all aspects of the subject will be taught. The school recognises that there is much to be done in the subject, but a purposeful start has been made to using the new resources. The school plans to update the machines in use within Year 1 and to network new machines to the system within the computer suite, in order to make best use of pupils' learning time. Additional training for staff is due to take place in the spring term.

## **MUSIC**

115 Standards of pupils' attainment by the age of seven are in line with the level expected. Pupils achieve well in singing and satisfactorily in the other elements of the music curriculum. This is similar to the last inspection. Improvements have been made by the development of a scheme of work based on recent national guidance which supports the progress of knowledge, skills and understanding across the classes and year groups. Discussions with the subject co-ordinator and analysis of teachers' planning indicate that all aspects of the subject are taught.

116 Pupils are interested and eager when learning to sing and to play percussion instruments well. In a Year 1 class, the teacher's enthusiastic and skilful introduction to a singing lesson resulted in very well behaved pupils and a good performance. They learnt a new song quickly and performed it confidently. They listened carefully to the musical introduction and most followed the music accurately and rhythmically. In another successful Year 1 lesson, the teacher used praise effectively to reinforce good behaviour and develop listening skills. This meant she had time to assess progress and increase the pupils' understanding and skill in controlling sounds. This led to the pupils concentrating and persevering when asked to identify long and short sounds to a guitar accompaniment. Lower attaining pupils could not play long and short sounds accurately although, by the end of the lesson, they were making good attempts to do so. In a Year 2 lesson the majority of the pupils kept a steady beat whilst other pupils sang along at the same time. Most recognise a change in tempo when listening quietly to a piece of music, and higher attaining pupils begin to give reasonable explanations about the different ways sounds are organised. A few higher attainers made good attempts to describe the mood a piece of music creates. They sang tunefully and with verve although some pupils with specific behaviour problems found difficulty in containing their natural exuberance and this reduced considerably the pace of the lesson and adversely affected learning.

117 The quality of teaching and learning is satisfactory overall. It is good in Year 1 and satisfactory in Year 2. Careful planning is related to clear learning objectives. They are not always explained sufficiently well enough, however, and, therefore, the lessons sometimes lack rigour, clarity and pace. When teaching is skilful and focused the pupils listen more carefully and are challenged to give of their best. Younger pupils benefit from good feedback of their performance during the lesson and this develops further their learning. Most teachers expect high standards of behaviour during lessons and most pupils respond well. Sometimes learning opportunities for older pupils are reduced due to the lack of additional adult support for a minority of pupils with challenging behaviour.

118 The subject is co-ordinated effectively. There is a clear action plan for development. This includes the development of resources and the introduction of procedures to check pupils' progress. The monitoring of teaching and learning is underdeveloped in order to improve the consistency of teaching and pupils' progress. Older pupils have the opportunity to learn the

recorder. The school raises the profile of the subject regularly with events, visitors, performances and productions; these have a positive impact on pupils' achievement.

## **PHYSICAL EDUCATION**

119 Pupils' attainment is in line with national expectations by the age of seven. Improvements since the last inspection are satisfactory.

120 Pupils have a suitable awareness of space and move safely around the hall. They know that healthy bodies need exercise. Pupils in Year 1 develop successful control of beanbags, balls, and quoits through throwing them into the air and catching them again, sometimes with one hand. They learn successfully to roll the ball away from them before overtaking to retrieve it, thus developing fielding skills. In Year 2, pupils can control a ball using a round wooden bat to hit it to the floor, into the air and also to let it fall to the ground before batting it again. Where teaching is good, pupils try hard to improve their skills, helped by the demonstrations made by other pupils. Generally, however, teachers do not discuss demonstrations sufficiently to enable pupils to make good progress. Where teaching is very good, pupils achieve above average standards and make very good progress. In the very good games lesson in Year 1, the teacher achieved a swift but unrushed pace to the lesson and very pertinent teaching points were made as pupils watched each other or the teacher demonstrating key skills. Pupils in all classes use the apparatus sensibly and co-operate well with others when working in pairs.

121 The quality of teaching is satisfactory overall but ranges from very good to unsatisfactory. All lessons have a good structure, starting with a suitable warm up, followed by sustained activity and time to cool down. Planning for lessons varies and is better in Year 1 than Year 2. In Year 1, plans identify clearly skills to be taught, and teachers are clear, before the lesson starts, on what will be achieved. This generally results in good, or better, teaching. In Year 2, plans are not as clearly stated and include more than can be covered in the time available, so that the teacher feels the need to move more quickly through demonstrations than is advisable. This is partly because the school's scheme of work for games requires updating to accord with the shorter lessons now in use. Recent training has taken place in teaching dance; however, one of the dance lessons was unsatisfactory. The theme for movement was not engaging for pupils of this age and the pupils' lack of interest made the working atmosphere fragile. The coloured cards used as a signal to pupils to change levels of movement were not used effectively. Little progress was made because demonstrations of the work of the small number of pupils working successfully were not used to highlight skills or moods of movement.

122 All areas of the National Curriculum are taught over the year and a new assessment system has been introduced recently to help teachers to meet pupils' needs more closely. The monitoring of teaching and learning is insufficient in order to raise standards further and to eliminate unsatisfactory teaching. Resources are satisfactory overall and suitable space is available indoors and outside. While some larger equipment is old, it is suitably maintained. Some small apparatus, such as large and small balls, are in need of renewal. Resources are suitably stored, and some teachers make access for pupils more efficient by setting storage points in different corners of the hall. The pupils enjoy the opportunity to practise their football skills in an after-school club each summer term.

## **RELIGIOUS EDUCATION**

123 Pupils' attainment by the age of seven is in line with the standards set out in the local education authority's syllabus and pupils achieve satisfactorily, including those with special educational needs. The quality of teaching is satisfactory overall, though it ranges from good to unsatisfactory. Pupils' attitudes to work and behaviour are appropriate. Improvements since the last inspection are satisfactory.

124 Where teaching was good, in Year 2, the teacher encouraged pupils to retell the story of St

Paul's experiences on the road to Damascus in their own words. Higher attainers sequenced the events very clearly. The scene was set for the dramatic interpretation of the story which interested pupils immediately. They enjoyed dressing up as biblical characters and were keen to participate. The pupils took a variety of parts and spoke clearly and confidently. As a result, they gained a deeper understanding of the story and developed empathy for the characters; for example, they considered how they thought Ananias would have felt. In contrast, where the teaching was unsatisfactory, the teacher did not follow the lesson plan. The reading of the story was bland; however, the pupils listened attentively but there was no active involvement through discussion. After the reading of the story, and for much of the lesson, the pupils were given an inappropriate drawing and colouring activity and the teacher suggested that they work together at playtime to create a play about the story.

125 The quality of teaching in Year 1 was consistently good resulting in pupils making better than expected progress. Teachers refreshed pupils' memories of the Shabbath. This captured pupils' interest and they offered their views willingly. A video was used effectively to develop pupils' understanding of life in a Jewish home. Pupils gained a deeper understanding of the similarities and differences between their own faith and that of Judaism. At the end of the lesson, well-prepared resources consolidated the learning with pupils having the opportunity to reflect on their day's work in prayer before sharing Challah bread in a similar manner to that practised in a Jewish family.

126 The leadership and management of the subject are good but the co-ordinator has limited opportunities to help other teachers by working alongside them. The scheme of work provides good guidance for teachers and includes opportunities for checking pupils' progress. The system to record pupils' progress is manageable and gives a clear picture of each pupil's attainment.