

# INSPECTION REPORT

## **MUNDESLEY COMMUNITY FIRST SCHOOL**

Mundesley, Norwich

LEA area: Norfolk

Unique reference number: 120835

Headteacher: Mrs Jeanette Thompson

Reporting inspector: Adrian Simm  
21138

Dates of inspection: 20<sup>th</sup> - 24<sup>th</sup> May 2002

Inspection number: 195016

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
School address:	Trunch Road Mundesley Norwich Norfolk
Postcode:	NR11 8LE
Telephone number:	01263 720401
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Delia Cripps
Date of previous inspection:	2 <sup>nd</sup> - 4 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	Mathematics Science Geography History	What sort of school is it? How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9348	Mary Le Mage	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	Judith Clarke	Team inspector	English Information and communications technology Music Physical education Foundation Stage curriculum Equal Opportunities	
21292	Stuart Russell	Team inspector	Art and design Design and technology Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Mundesley Community First School educates 139 boys and girls. The number of boys and girls is similar in the school although this fluctuates significantly within year groups. The school is smaller than other schools educating the same age range. The school is for pupils aged between four and eight years. It serves the village of Mundesley and its surrounding area, which has a mixture of private and rented properties. The high turnover in some of the rented accommodation means that it is usual for some children to start or leave the school during a school year. In 2001-2002, this was at 10 per cent. Twenty three per cent of pupils are known to be eligible for free school meals, which is broadly in line with the national average although the area has been designated recently as an area of rural deprivation. Twenty six per cent of pupils are on the school's register of special educational needs. This is just above the national average. These pupils require additional support for specific or more general learning difficulties, speech or communication difficulties or sensory impairment. Two of these pupils have a Statement of Special Educational Need. All pupils are of white United Kingdom or white other background. No pupils have English as an additional language. Around 20 per cent of pupils do not attend pre-school provision and those who do only attend part-time. Attainment of pupils on entry to Reception tends to be well below the average in comparison with other schools in the Local Education Authority. The school gained a national Achievement Award in 2001 for its improved standards. The school involves itself in many initiatives such as 'healthy schools', 'thinking schools', 'effective early years' and a 'wellbeing' project.

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

The school is good and is very successful in helping pupils to become independent and responsible and in preparing them for the future. Pupils, whose attainment on entry to the Reception class is well below other schools in the Local Education Authority, achieve well by the time they enter Year 1. This is built on so that by the end of Year 3, pupils' attainment is generally in line with expected standards. Pupils at the end of Year 2 attained very well in 2001 in writing and mathematics, and well in reading in comparison with similar schools. Pupils' attitudes to school and their personal development are very good. Pupils achieve either well or very well in all subjects and this is as a result of the very effective leadership by the head teacher that encourages very good teaching and learning overall. The school achieves this with funding that is slightly above average in comparison with other schools but nevertheless, provides good value for money.

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

- Ensures all pupils achieve well. The Reception Classes give pupils a good start and this is built on throughout the school. In 2001, pupils' attainment in national assessments was good in reading and very good in writing and mathematics in comparison with similar schools.
- Ensures pupils with special educational needs achieve well.
- Ensures staff are very clear about how to improve pupils' learning. This is because the head teacher, who has the support of a highly effective governing body, leads the school very well. Together, they are very clear about the school's strengths and areas for development.
- Provides very good quality teaching and learning overall that is particularly strong in Year 3.
- Staff provide very good support overall for pupils' spiritual, moral, social and cultural development. This ensures pupils' attitudes to work, relationships within school and personal development are very impressive.
- Keeps parents very well informed about how their children are progressing.

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

- Pupils' appreciation of the diverse nature of British society today.
- The school accommodation to offer Reception pupils their own toilet facilities, improved toilet facilities in general for other year-groups and better library provision.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and shows good improvement. Overall, pupils' achievement has improved, the quality of teaching and learning is now far higher, curriculum planning has been improved and the governing body is much more active in the life of the school. Whilst the accommodation has been improved, many accommodation issues from the last inspection remain outstanding. However, resources for learning and the broad and exciting range of opportunities pupils now have to learn from have improved well. The school has worked very hard on most of the issues noted for development at the last inspection and chose the right order for dealing with these. The governing body chose rightly to employ as many teachers as possible to help improve standards. The school received a national award this year in recognition of this improvement.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	D	D	D	B	well above average    A above average        B average                 C below average         D well below average    E
writing	C	C	B	A	
mathematics	E	D	C	A	

Overall, standards have been improving, year-on-year since 1998 when pupils' attainment in mathematics was below average and well below average in reading and writing. In 2001, pupils' standards in comparison with similar schools in reading were above average and well above average in writing and mathematics. The school has a history of standards in reading lagging slightly behind those in writing and mathematics. However, pupils' learning and achievement judged during the inspection point to this having just 'turned the corner'. From the Reception Classes onwards, pupils achieve well in their work. This is the same for both boys and girls and for those of different ability and background. Any difference in attainment between boys and girls is specific to particular year groups. There is no trend in this year-on-year. The targets set by the school for improvement this year in English and mathematics were exceeded. Whilst the standards of Year 2 pupils on national assessments are unlikely to be as high this year, they have still made good progress overall from their attainment on entry.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' are very enthusiastic and keen to learn. This stems from the very good teaching they receive. Pupils in Year 3 talked passionately about how they would miss their teachers when they moved schools.
Behaviour, in and out of classrooms	Pupils behave well including on the playground. By the time pupils get to Year 3, they rarely have to be reminded about how to behave well.
Personal development and relationships	Pupils' personal development and relationships are very good. These stem from a specific school approach, which helps pupils to understand their feelings and how others may feel in certain circumstances.
Attendance	Attendance is good. Pupils arrive in time for the start of the school day and respond quickly to the bell at the end of break-times so that they



	can start lessons on time.
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Pupils, who at times have misunderstood something or are unsure of what to do, have no worries about asking for and accepting advice. In discussion with inspectors, this was one reason Year 3 pupils gave for liking school so much. The working atmosphere developed throughout the school generally allows adults to concentrate on teaching and pupils to concentrate on learning. Some year groups take longer than others to reach the point where the majority of pupils understand how their actions affect others in certain circumstances. However, all children generally respond well to the school's approach of 'talk it out, sort it out'.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	Good	Very good	Very 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.*

Overall, teaching and learning are very good. The effective support given to pupils with special education needs and higher and lower attaining pupils ensures that all pupils' learn and achieve well. There is good teaching overall in the Reception; some lessons are on rare occasions satisfactory; others are very good. Overall, teaching and learning are very good with Years 1,2 and 3. Again, a small number of satisfactory lessons are far exceeded by those that are very good and excellent. All staff taught lessons that were at least good. The basic skills of literacy and numeracy are taught well throughout the school. In subjects, the teaching and learning in English and in mathematics and science at Year 3 were very good. They were very good in design and technology, music, swimming and religious education throughout the school. Teachers plan well within a school framework for each subject, which helps pupils' learning build through the school. Staff are self-critical and review their work to see how it could be better. Teachers frequently link lessons to practical experience, which is effective in enthusing pupils. Teaching is particularly successful in lessons where teachers use methods that are advocated in the National Literacy and Numeracy Strategies. This particular style is used also in most other subjects. Where teaching was satisfactory overall, teachers did not manage the lessons as well as they might to pick up on pupils who were unsure and to some extent, the slowness of some pupils to ask for help. Together, this reduced the opportunities for teachers to pick up on and correct some pupils' misunderstandings although otherwise, the lessons were sound. This happened on rare occasions in all year groups.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and meets statutory requirements. It gives all pupils regardless of their attainment levels, gender or ethnic background, a broad and worthwhile set of experiences Learning is planned to be very relevant to pupils day-to-day needs.
Provision for pupils with special educational needs	This is good and generally results in pupils achieving their learning targets that are set out clearly on their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. The school is very successful at developing pupils' attitudes of caring and sharing. Pupils understand the effects that their actions can have on others and generally 'want to do the right thing'. This is preparing pupils for living in a diverse society although their appreciation of the breadth of that diversity is not fully extended.
How well the school cares	This is sound overall. The school is a secure and safe environment in

for its pupils	which to work although the details of fire evacuation drills are not yet fully recorded. The teachers know the pupils very well and they are given good encouragement in their activities. All the pupils' many achievements are celebrated within the school. The school has suitable systems to safeguard pupils' access to the internet.
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The school has effective links with parents. The use the school makes of learning opportunities offered by exploring the local community and further afield is good. This is matched by the visitors who come into school to help with lessons, the strong links with local playgroups in preparation for the children starting in Reception and with the local junior school to which pupils transfer after Year 3. The school has good procedures for assessing pupils' attainment and progress and makes good use of this information in the planning for teaching. The school is planning to make even better use of this information to ensure the most precise targets possible are set for raising pupils' standards.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher is very good in ensuring that the school sets out to improve continually and is effective in what it offers pupils and their families. The school has developed an atmosphere in which everyone is trying to do their best. Staff with responsibilities lead their areas well.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities. They know the school very well both informally and from planned visits as part of their self-evaluation procedures.
The school's evaluation of its performance	The school has developed a good range of techniques to monitor, analyse and use data to further improve pupils' achievement. Standards data is available now in all subjects and the school is working on how to take this more fully into account in school planning and self-evaluation.
The strategic use of resources	The governors have a very good understanding of the school's strengths and areas for development. They know how to use staff's strengths and their budget spending to best effect.

The school has satisfactory accommodation overall with outstanding provision for swimming. The accommodation is well used by staff who have a very good range of teaching experience and knowledge. Learning resources have improved significantly in recent years to a sound level overall. Improvement in toilet and library provision remains unresolved from the last inspection but plans are in place to improve some of this. The school is clear how well it is doing in comparison with other schools, what else needs to be done and analyses whether it is using its income effectively. Parents receive questionnaires and are used informally as a 'sounding board' for the school to work out how satisfied they are. The questionnaires that parents completed for the inspection showed a very high level of satisfaction. This is one example that points to the school doing well in applying the principles of best value.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The expectations on the pupils to work hard and achieve their best;</li> <li>• How easy it is to approach the school with a question or a problem;</li> <li>• The children like going to school;</li> <li>• The children are making good progress;</li> </ul>	<ul style="list-style-type: none"> <li>• The range of learning opportunities for pupils outside of lessons</li> </ul>

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|--|--|
| <ul style="list-style-type: none"><li>• The good quality teaching.</li></ul> |  |
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The judgements of the inspection team agree with parents' views about the strengths of the school. Teaching and pupils' learning are very good. Inspectors consider that for the size of school and number of staff available, the range of learning opportunities outside of lessons is good.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

- 1. Children's attainment on entry to the Reception Classes in comparison with other schools in the Local Education Authority is well below average.** This is the case in all of the areas assessed. This means that in speaking and listening skills, reading, writing, mathematics and personal and social development, many pupils start at a low level. **Although the children achieve well they will not reach the expected Early Learning Goals in all areas of learning by the end of the reception year.**
- 2. In 2001, in comparison with all schools nationally, whilst reading standards were below average, standards in mathematics were average and writing standards were above average. However, in comparison with similar schools, which is the more appropriate comparison, pupils' standards in all areas of the national assessments at Year 2 were above average or higher.** They were above average in reading and well above average in writing and mathematics. All pupils gained the expected Level 2 in mathematics and science, which put the school's results on this measure, in the top five percent nationally. This acknowledges the high quality of teaching, which helped pupils achieve so well having started at the school well below average. **The school has set itself the task of now trying to ensure more pupils reach the higher levels of Level 2B, 2A and 3, particularly in reading** where historically standards have 'lagged' behind those in writing and mathematics. However, pupils' learning and achievement in reading during the inspection points to this having improved and just 'turned the corner'.
- 3. Overall, standards have been improving, year-on-year since 1998** when pupils' attainment in reading and writing were well below the national average and below in mathematics in the national assessments by the end of Year 2. **The school has received a national Achievement Award in recognition of the improvement made by the time of the national assessments in 2001.** This improvement is the same for both boys and girls, and those of different ability and backgrounds. There are no significant differences in achievement. From the Reception Classes onwards, all pupils achieve well in their work. Any difference in attainment between boys and girls is specific to particular year groups. There is no trend in this year on year. The school's tracking data was used appropriately to predict targets for school improvement this year in English and mathematics. These were exceeded. The school is taking steps to ensure pupils' attainment beyond that of Level 2 is a focus for the school improvement plan.
- 4. The current situation is complex with the present Year 2 pupils.** During the inspection, their work points to standards this year in English that are well below average overall, and below average in mathematics and science. Their standards in all other subjects are in line with what would be expected and are good in music and religious education. The girls are doing well although the boys are only making reasonable progress. This is one example of where attainment differs between girls and boys in a particular year group. No such significant differences existed with the current Year 3 pupils. However, Year 2 pupils are a year group that is not truly representative of other year groups in the school. Pointers to this are

- there are twice as many boys as girls in this group
  - there are a very high proportion of pupils with special educational needs
  - a significant number of pupils have summer birthdays which means they have not been in school for as long as other pupils in Year 2 groups elsewhere and
5. Whilst levels of attainment for this group are well below national expectations, it is clear they have achieved well from when they started in the school and at present are making significant strides forwards in their learning. This has taken considerable patience and high levels of expertise from the teachers.
  6. Standards at Year 3 in English, mathematics and science are similar to what would be expected for pupils of this age. This is also the case in art and design, design and technology, geography, history, information and communication technology and physical education. Attainment is above expected standards in music and religious education and well above in swimming. **These judgements point to pupils who started school with attainment that was well below that expected building well on their learning as they move through the school. This shows good achievement for all pupils.**
  7. **All pupils with individual learning needs achieved well in 2001 with all of them attaining the expected Level 2 in mathematics and science. These standards were very high in comparison with similar schools. Pupils with a Statement of Special Educational Need achieved these levels also, including in writing.** This points to pupils with special educational needs throughout the school making good progress. This level of progress is made also towards their targets set in individual education plans. Challenging but achievable targets are set against which progress is measured. The success of this is checked on and good progress is made in both speaking and listening skills in English and in the use of those skills in learning in other subjects. There are a few able musicians and an artist who receive additional tuition and are given opportunities to demonstrate their learning. They are encouraged to succeed both by the school and their parents.
  8. **Pupils throughout the school are very confident learners.** Most have very good attitudes to work, which helps them to make good progress in most lessons and in their personal development. At times, pupils in Year 2 need extra reminders about settling to work but generally, because of teachers' skills, good progress is also the outcome here as well. Pupils make good use of their numeracy skills in a broad range of subjects such as the use of tally charts and graphs when carrying out surveys in Year 1 geography or in Venn diagrams when sorting rocks by their qualities in Year 3. Pupils use their skills well regularly in practical ways such as working out the numbers of pupils stopping for dinner, going home on the school transport or having 'which type of snack' on any given day. The National Literacy Strategy is in place and serves the school well as a curriculum plan for English and also a way of improving pupils' spiritual and cultural development, particularly in Years 2 and 3. As a result, by this age, pupils use language and write creatively, understand the spiritual and cultural value of different types of writing and extend this well in subjects such as history and religious education. Pupils are developing personal study well. They make good use of the school library and computers to further develop their research skills. The school's overall priority of promoting well-being and a positive "I can" ethos and culture for learning has a positive impact on learning in all lessons and tasks. Overall, pupils' achievement over time is good. Standards have improved since the last inspection in 1997 with particularly good improvement since 1998.

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

9. **The personal development and attitudes to learning of pupils in the school are very good.** They are strengths of the school and show improvement from an already high standard at the time of the last inspection.
10. Throughout the school pupils show interest and enjoyment in the tasks they are set and parents are almost unanimous in saying that their children are enthusiastic about all aspects of school life. As pupils move up from class to class, they generally demonstrate increasing concentration and application. Where there are occasional lapses in concentration, skilful teaching quickly re-engages the pupils. Pupils try hard throughout the school and gain in confidence. They always volunteer ideas during discussions. This is because the school has an 'I can try' culture, which values and respects every contribution, thus building confidence in pupils. By the time pupils reach Year 3 they are eager learners, fully engaged in their lessons.
11. From their earliest days in school pupils are encouraged to reflect on the consequences of their actions and how they may affect other people. This approach is extended in philosophy lessons where pupils talk about their feelings and how others may feel in certain circumstances. They do this very sensibly. In a lesson in Year 1, inspired by the story of "Elmer" the patchwork elephant, pupils showed great sensitivity to the feelings of others. These lessons also reinforce in the pupils the need to respect everyone's ideas and consider them even if you do not agree with them. Pupils do this very well. Relationships are very good throughout the school. **There is mutual respect between all adults and pupils in the school. This means pupils really do try hard and have no worries about getting things wrong. This was one reason given by Year 3 pupils as to why they will miss their teachers when they leave the school.** Children of all ages and backgrounds play together well. Pupils have the opportunity in lessons to show initiative in their work and to take personal responsibility. For example they choose their own materials in Design and Technology projects, they research their own information for some topics and choose how to present their work on some occasions. They also can use their initiative in the life of the school having been involved in choosing the colour scheme for recent re-decoration. During the inspection two pupils spontaneously asked if they could have a mural on the outside wall of the school and this is to go forward for consideration by the governing body.
12. **Behaviour in the school is good overall,** as it was at the time of the last inspection. There have been no exclusions in the last year. Exemplary behaviour was seen in three lessons with Year 3 pupils and in one lesson with Year 1 pupils. In these lessons pupils concentrated intently, worked to the limits of their ability with enthusiasm and interest and demonstrated great self-discipline for such young children; on no occasion having to be reminded of required behaviour. Outside of lessons pupils usually behave well at all times: in the playground, in the dining hall and when moving around the school. There were no incidents of bullying seen during the inspection and pupils say such incidents are infrequent. Nevertheless, pupils are very aware of the way in which they should deal with such situations.
13. **Attendance at the school is good.** Pupils arrive in time for the start of the school day and respond quickly to the bell at the end of break-times so that they can start lessons on time.

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

14. Teaching and learning were good or better in 85 per cent of lessons and very good or better in 58 per cent. **Every teacher taught some lessons that were good or better. Overall, teaching and learning were very good.** They were good with the Reception Classes, which give pupils a positive start to their school life and very good with Years 1, 2 and 3. Teaching and learning at Year 3 were particularly strong with 79 per cent of lessons very good or better and 29 per cent excellent. Teaching and learning were very good overall in English, mathematics and science at Year 3 and in design and technology, religious education, music and swimming throughout the school. In all other subjects teaching and learning were good. Because several subjects are taught by 'blocking', which means for example, geography is a focus for one week, history the next and so on, insufficient lessons were seen in science with Years 1 and 2 and in geography and history overall, for teaching and learning judgements to be made. However, in the one history lesson seen at Year 1, teaching and learning were excellent. Teachers plan well together, particularly those teaching the same year groups and use the increasingly good resources effectively. Pupils' learning builds well step-by-step across the school. **Teachers' planning and provision enables equality of access and opportunity for all pupils including lower and higher attaining pupils who are included in activities and catered for well in class-lessons and in English and mathematics subject sets at Years 1 and 3, where pupils are grouped by ability.**
15. **Across the school, teachers set out clearly at the beginning of lessons what is expected of pupils in their learning and check on this as the lesson progresses. Most pupils have no concern at all about asking for help if they are unclear about something.** In effective lessons, teachers start by ensuring the learning objectives are clear and set out, so that pupils can remind themselves at any time during the lesson. These are discussed and frequently written on the white boards in the classrooms so that they can be referred to at any point. In an excellent mathematics lesson at Year 3, the teacher was very clear what she wanted the children to learn and went through a step-by-step process using discussion, demonstration and a question and answer session so that the pupils understood what was expected of them. The style of approach of the National Numeracy Strategy is used effectively including the 'plenary' session at the end of lessons. Teachers 'pull together' the learning that has taken place in the different groups and by different abilities of pupil. They decide how to proceed with the next lesson if more reinforcement of learning is necessary. This is an approach that staff use across the school with the majority of lessons having clear opening sessions followed by teaching activities and rounded off with a discussion to clarify pupils' learning and overcome any further misunderstandings that might have crept in.
16. In an excellent lesson in history with Year 1, an outstanding range of artefacts provided a focus which the teacher used very well and which triggered much discussion about 'Victorian' life. Some pupils expressed themselves clearly but others who struggled a little to put their thoughts into words, were encouraged gently and given time and encouragement by the teacher. Pupils were so at ease with their teacher and other pupils that they were confident enough to offer ideas without fear of 'failure'. Everyone's ideas were accepted. The teacher's knowledge of the subject and of each pupils' own knowledge meant that individual pupils were stretched well in their thinking although at different levels of difficulty. 'Open questions' led pupils to review their work, but without giving them even a hint of the answer. Because the lesson was part of a unit of work carried out as a block during the week of the inspection, the teacher was very clear from her day-to-day assessments, just how much each pupil had understood and was able to build on this immediately in the next lesson. The lesson

provided an excellent balance of discussion and investigation, which maintained pupils' concentration fully.

17. **Overall, pupils' independent work and research skills have developed very well and are supported fully by sufficient subject resources, regular access to information via the Internet and use of a school library where what is available is used well.** Teachers' own subject knowledge and their commitment to ensuring pupils' develop independent research skills, have led to pupils building-up impressive knowledge and understanding. In very well taught science lessons at Year 3, pupils made good use of mostly local rocks of different types and of a very good array of fruits, seeds and leaves to investigate and discuss, and subsequently to draw comparisons. In one lesson, pupils were well down the road to understanding that soil samples differ according to the rock and areas that they come from. They are clear also about some rock families such as sedimentary and igneous. They know ways of telling them apart, how they were formed and the uses they have been put to historically. The local area is used well for this work because of the 'flints' present in the traditional house building. Boys and girls are equally enthused by the very good teaching. Discussion about the way flints were used for arrow heads in the past and that when rubbed together now, create a burning smell reminiscent of their igneous past, was just one example of this. In another lesson, pupils worked very well together in pairs in investigating similarities and differences between different fruits, seeds and leaves. They gave credit to each others thoughts during investigations and this was a fine example of the results of the very good work that the school puts into developing pupils' spiritual, moral and social development. The pupils really were scientists working together as a team to describe their specimens by texture, colour, size, feel and in the case of fruits and seeds, by taste. The ultimate focus of the lesson was for the pupils to use a computer microscope to extend the detail of their investigations. As pupils took it in turns to learn how to operate this, the excitement 'could be touched'.
18. On the very few occasions when teaching and learning were satisfactory overall, teachers did not manage the lessons as well as they might to pick up on those pupils who were unsure. Also, to some extent, the slowness of some pupils to ask for help. Together, these reduced the opportunities for teachers to pick up on and correct some pupils' misunderstandings in the Reception in communications, language and literacy and in mathematics at Years 1 and 2. Also in two physical education lessons, the inappropriate behaviour of some Year 2 pupils had to be dealt with which reduced the learning time. At Year 3, it related to some pupils not being absolutely clear on how to extend their throwing and catching skills and as such, not extending their skills as well as they might.
19. **The National Numeracy strategy has been introduced well** and teaching of skills is good throughout school; very good with Year 3. Skills are built into a broad range of subjects. **Introduction of the National Literacy strategy has been good** and serves the school well as a curriculum plan for this subject. The subject serves the spiritual, moral, social and cultural development of pupils effectively through creative use of language, the extensive use of fiction and non-fiction and links with other subjects such as history. **Appropriate homework is provided for the pupils** from the Reception Class onwards. For pupils in Years 1 to 3, it includes reading, learning to spell and mathematical tasks such as multiplication tables and mathematical investigations. The pupils are also encouraged to take part in activities related to the topics that they are studying. Homework contributes effectively to teaching of literacy and numeracy and to the pupils' general knowledge.
20. **All pupils with special educational needs are taught well.** Teachers are usually



successful in planning their teaching and the learning materials to pupils' needs and they ensure that pupils know what they need to do to succeed. The very good relationships between staff and pupils and the effectiveness of the additional support have a very positive effect on pupils' learning. Support of pupils in classrooms is planned very effectively in a way that ensures pupils who receive extra support are involved on the same focus of work as their classmates. Higher attaining pupils are recognised and encouraged to achieve well. For example, in art, this means extra support in school for a pupil who is particularly gifted and in music, some pupils receive individual instrumental tuition whilst another is offered every opportunity to sing solos or in chorus work both in the school and at local music festivals. The constant encouragement staff give to the pupils motivates them to learn, helps to raise their self-esteem and helps to keep them focused on learning. **Overall, the quality of teaching and learning is a strength of the school and has improved significantly since the time of the last inspection.**

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

- 21. The quality and range of opportunities for learning provided by the school for all its pupils are good.** The quality of provision for pupils with special educational needs (SEN) is effective. There is a good match between the needs of pupils with SEN, the help designed for them and the lessons that they receive. The school does its best to collaborate effectively with providers of support for pupils with SEN who are based away from the school, such as educational psychologists and speech therapists. There is special provision in the school for pupils with particular needs, such as a ramp for physically disabled pupils or learning support assistants for those who find learning difficult. For pupils who do not find learning easy, whether or not they have SEN, the school has joined the Local Education Authority's pilot scheme for 'Catch Up'. This is accelerating these pupils' learning. The curriculum provides good equality of access and opportunity for pupils to learn and make progress. The school has started to write 'Individual Education Plans' not only for pupils with SEN but also for its able and talented pupils. The school makes every effort to ensure that all have access to extra curricular activities. Some activities are planned and run at lunchtimes so pupils who come and leave school by school transport can attend. With any after school club, such as the gymnastics club, arrangements are available for the class teacher to take home any of the pupils who travel by school transport after the session finishes. In this way the school works hard to enable the pupils to have equality of access to learning.
- 22.** The school's strategies for teaching literacy and numeracy skills are effective and promote above average achievement. Many subjects such as history, geography and science are timetabled to be taught in blocks. This means that on several afternoons for a week, pupils study just one of the subjects. This successfully enables the pupils to build-up enthusiasm for subjects and to complete projects. The curriculum for the Reception children is good. It is planned according to the recommended Early Learning Goals for children in the Foundation Stage. When the children start in the Reception Classes, their attainments are well below average. Teaching in the Reception Classes therefore lays appropriate emphasis upon the pupils' personal, social and emotional development, which helps the children to become more confident learners. The teachers' planning covers a range of suitable topics relevant to the children's needs and interests. The outdoor environment is used to promote all the areas of the children's learning. Daily

planning is thorough and clearly defines what the children are to learn. There are two reception classes. The teachers and teaching assistants plan together. This means that each class has the same programme of work ensuring equality of opportunity. There are good links between the school and the local playgroups. The special educational needs co-ordinator (SENCO) ensures that young children who have special educational needs that have been identified early, transfer smoothly from the playgroup into school without a break in the support. **The school meets statutory curricular requirements well, including the provision of religious education, which is very effective.**

23. **Extra-curricular activities are good** even though they are difficult to arrange because many pupils travel a good distance to the school, including those that use the school bus that leaves soon after the end of the afternoon session. Amongst others, the school provides ICT, gym and swimming clubs and lunchtime sport. Clubs for sport contribute well to the school's provision for physical education. There are opportunities for the pupils to learn to play musical instruments, such as the guitar. There is a very good selection of toys for the pupils to use at lunchtime. These promote imaginative play, language development and social skills.
24. **Very good provision is made for personal, social and health education, including sex education and attention to drug misuse.** Personal, social and health education is represented in all areas of school life, such as in food technology where the pupils are taught about the importance of cleanliness when preparing food. Every year the school holds a 'Health Week'. A different theme is chosen each year. One year this was 'Sport and Fitness' and another it was 'Healthy Food and Drink'. Every day during 'Health Week', expert visitors teach the pupils. At present the school is involved in a 'Healthy Norfolk Schools' project. There is an emphasis in the school on developing the pupils' abilities to 'thinking things through'. This has a very good effect on their academic work and on their personal and social development. 'Circle Time' when the pupils 'think through' personal relationships with their teachers and each other, is most effective in this school. Even the youngest pupils describe 'thinking things through' as 'philosophy' and can be heard talking about what they were discussing in philosophy to day.
25. **There are good links with the community and with other schools.** In addition to the effective links between the SENCO and pre-school provision, there are similarly effective links with the junior school to which most of the pupils transfer after Year 3. One such example is the use of the junior school's computer suite. As well as benefiting their academic progress, this familiarises them with the junior school and promotes smoother transfer. To further assist this, the Year 3 pupils take part in a 'bridging project' in mathematics in order to get started on a project that they can look forward to continuing at their new school.
26. There is a useful link with the local team of Churches and Mission Team who come into school to lead acts of collective worship. Teachers make good use of the parish church when they are teaching religious education (RE), history and geography. In RE, the Year 3 pupils are studying Christian symbols. They are visiting the parish church to undertake a 'Symbols Search'. The environment and pupils' interests are used effectively to stimulate learning. Teachers use the learning opportunities offered by the village and the beach well. They take the pupils further afield. For example, to visit the lambs at Wroxham Barns. Parents, governors and other friends of the school work in school helping with lessons

such as swimming. A very effective contribution is being made to the pupils' design and technological skills through the long-standing help of a governor and the family member of one of the staff. At present, parents and local people are working with the school to build a new school garden, which will enhance the appearance of the school and prove a useful source for teaching and learning opportunities.

27. **Overall, provision for pupils' personal development is very good.** The school has maintained consistently high standards since the last inspection. **Provision for spiritual, moral and social development is very good and for cultural education is satisfactory.**
28. The school provides pupils with opportunities to explore their own values and beliefs and those of their classmates in very well structured philosophy lessons and when discussing stories in their literacy lessons. Lessons in religious education give very good opportunities to learn about the religious beliefs of the world's major faiths. In addition the school encourages pupils to 'think things through' in all aspects of their life in school. Pupils reflect on their behaviour and the effect it may have on others. They are encouraged to contribute ideas, both in lessons and on wider aspects of school life. Pupils and their contributions are valued by the adults in the school. No idea is ever dismissed as wrong. From their earliest days in school, pupils are encouraged and supported to listen to their peers, respect their views, think about these views and then reach their own conclusions. This is a very strong foundation on which to base the personal development of such young children and it pays off admirably in their attitudes and relationships with each other. A large display in school covering major events of the last 50 years, much of which has been researched and presented by pupils, shows a clear focus on human endeavour and reinforces the school's 'I can try' culture. Pupils in Year 3 speak with sensitivity and understanding about such diverse achievements as the removal of the Berlin Wall, the Eden project in Cornwall and Sir Stephen Redgrave's five consecutive gold medals.
29. **The provision for pupils to develop an awareness and understanding of traditional British culture and their own local culture is excellent.** Most classrooms contain some evidence of the local fishing traditions and each month an assembly is held on the theme of traditional British celebrations for that month. These traditions cover such things as Punch and Judy shows, Maypole Dancing, the Gunpowder Plot and a Harvest Festival. Pupils' knowledge of their own culture is very well supported by music. Pupils know a wide range of traditional music. Music makes a significant contribution to pupils' personal development in general as music-making and appreciation is a strong feature of the school. **Although pupils have some awareness of different cultures world wide, particularly from their religious education lessons, their knowledge and awareness of the diverse nature of British culture today is not fully developed.** Few of the books in the school library reflect British society today and, as yet, pupils have little formal contact with children in cities or from other backgrounds different from their own.

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

30. **The steps taken by the school to ensure the welfare, health and safety of its**

**pupils are satisfactory as at the time of the last inspection.** All statutory checks are undertaken, safety is given high priority in lessons and the general welfare of pupils is well catered for in the daily life of the school. There is a process for dealing with concerns and the school has written risk assessments for many of its activities although not for activities taking place off the site. Also, fire practices are not yet fully recorded. As at the time of the last inspection, two rooms have only one exit, the Reception Class children do not have their own toilet facilities close to their rooms and the toilets in the main school building are in need of urgent improvement. The school now has plans in place to address the issue of the main toilets. Child protection procedures are in place and are good. Awareness of child protection procedures are raised regularly with all adults in the school.

31. **Educational and personal support and guidance for pupils is very good. Procedures for assessing pupils' attainment and progress are good, as is the use of assessment information to guide curricular planning.** Throughout the school, assessment is carried out by regular observation of the pupils' achievements and learning, and through staff discussions involving everyone who works with the pupils. As soon as the children start school in the reception class their levels of skills are checked. This information is used well by the school to guide the teachers' work. As a result the children have an appropriate curriculum that is geared to their individual needs. Regular detailed checks are kept on the children's achievements. This information is used by the teachers to plan the pupils' programmes of work. The school uses a variety of tests and teacher assessments to track the pupils' achievement throughout Key Stage 1 and Year 3, until the pupils leave the school at the end of Year 3. This is particularly effective in the early identification of pupils with special educational needs (SEN). Individual Education Plans (IEPs) are in place for all pupils who need one, including those pupils with speech and language needs. The plans are detailed, used by staff in their teaching and known to parents. The school has effective and manageable systems for monitoring of pupils' academic performance not only in English, mathematics and science but in all other subjects as well, including religious education. Often this is through assessing the pupils' performance against Qualifications and Curriculum Authority (QCA) learning outcomes. This gives the school a thorough record of all the pupils' achievement across all of the subjects that it teaches.
32. The staff analyses performance data well then goes on to interpret the significance of what they have discovered from the data. A good example of this is in reading. The school noticed that its reading standards were not as high as it thought that they should be. It looked at how its pupils learned to read and decided to adapt the teaching methods. This involved adapting the National Literacy Strategy to better meet the needs of the school. Now 'Guided Reading' is taught at a different time to other components of the 'Literacy Hour'. The school has begun to notice improved achievement. Another example, in Year 3 seen during the inspection was where the teacher had analysed assessments and had decided more work was necessary on subtraction using 'two digit' numbers such as  $69 - 15 = ?$ . The use the school then makes of this information to set realistic but demanding targets beyond the current level of 2C in national assessments, which predominates at the moment, is satisfactory and improving.
33. The effectiveness of educational and personal support and guidance in raising pupils' achievement is very good. Attendance is well monitored and the good levels of attendance are maintained by a combination of very high quality teaching and the

ways in which pupils' attitudes to learning are developed. This ensures that school is somewhere the pupils want to be and is something the reception teachers have to work particularly hard at for the first term after the pupils have started. The procedures to monitor and promote good behaviour and eliminate poor behaviour are very good and are based on pupils being encouraged and supported to reflect on their behaviour and its effect on others. It is very effective. Administratively it is organised using a yellow and red card system, which is consistently applied throughout the school and is well known by pupils. The procedures to monitor pupils' personal development are very good. Teachers regularly assess pupils' attitudes to learning and their social development. This ensures that appropriate support is identified and parents are involved as early as possible in the event of additional support being needed.

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

34. The effectiveness of the partnership between the school and the parents of its pupils is good and parents are very pleased with the school's provision and achievements. This is a very similar picture to the last inspection.
35. The parents' questionnaires completed for the inspection reveal that parents are most pleased with
- the high expectations the school has of its pupils
  - the progress their child is making in school
  - the way in which any questions or concerns they may have are received and dealt with
  - the information they receive about their children's progress, and
  - the way in which the school helps their children to become mature and responsible.

The inspection broadly endorses parents' positive viewpoints.

36. A small minority of parents does not think that the school provides an interesting range of activities outside of lessons. The inspection found the provision of extra-curricular activities to be good and offered equally to all children.
37. **The impact of the involvement of parents on the work of the school is good. The quality of information provided for parents is very good.** The prospectus is good. It contains all necessary information and is presented in a clear and attractive way. Also, there are weekly newsletters, which keep parents well informed of day to day events in the school. The school holds two parent consultation evenings per year and parents receive an annual report on their child's progress. In addition, teachers are very willing to meet parents by appointment at any time throughout the year to discuss particular concerns or issues. **Annual reports on pupils' progress have improved since the last inspection and are very good.** They cover all subjects of the National Curriculum and religious education. They are jargon free and set the pupils' attainment in context for English, mathematics and science, reporting the National Curriculum level the pupil is working at. The reports focus on what the pupil knows and understands in all subjects of the curriculum and indicate targets for the pupil in their academic learning and personal development. In addition to this very good annual reporting, parents consultation evenings are accompanied by an interim report indicating pupils' progress in English, mathematics and science. This includes the National Curriculum level the pupil is working at and more general comments about other areas of the curriculum. This is very comprehensive, high quality reporting

on pupil's progress to parents. The Friends of Mundesley School raise significant funds for the school, which have made an important contribution to the learning resources.

38. The contribution of parents to children's learning at school and at home is satisfactory overall. The school has invited parents to join literacy and numeracy lessons in school to see how their children are being taught, but as yet few parents have responded. Although parents are informed about what is being taught to their children on a weekly basis via the parents' notice boards outside every classroom, the way it is expressed at times is in 'educational speak', which may not always be sufficiently clear. The notice boards rarely indicate what parents can do to help their children nor do they request parental help in the classroom. At present the number of parent helpers in school is extremely low.

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

39. **The head teacher and governors are very clear about the school's strengths and what else needs to be done to move the school forward even more. The quality of the leadership and management of the head teacher is very good and for all other staff, it is good.** Everyone has worked hard to improve the school well since the last inspection. There is a very positive school ethos, which reflects the commitment to equality of opportunity for all pupils. The school reflects this clear stance in the very positive "I can" attitude that it promotes.
40. At the previous inspection in 1997, pupils' standards by the end of Year 2 were judged to be similar to or better than national expectations in all subjects. The pupils were making sound progress from their level of attainment on entry to the Reception Class. Since then, pupils' attainment on entry has fallen to a level that is very low in comparison with the average for the Local Education Authority. The school has worked very hard to support pupils and to offer learning opportunities and very good teaching, which has helped pupils to achieve well. In 1998, Year 2 pupils' reading and writing standards were well below average and mathematics standards were below average. **However, since then, overall the school has improved year-on-year.** It has gained an award for the improvement in its standards, particularly in writing and mathematics. **This is as a result of the head teacher's very clear strategies for improvement and her ability to motivate staff within a caring and supportive atmosphere.** The school's success in the 'Wellbeing project' bears testimony to this. Also, improvement has not been confined to the core subjects. Subject areas such as the arts and humanities, design and technology and information and communications technology have all improved well. Over and above this, the school's drive to take on new initiatives such as 'thinking schools' and the 'effective early years project', have provided the impetus to ensure that
- children's self confidence flourishes;
  - they are increasingly co-operative and independent;
  - pupils have a broad understanding and involvement in their school and local community although this does not yet extend fully to an appreciation of the diversity of British culture today.

Overall, these are very positive areas of school life. A broad and successful range of learning opportunities has been developed. Overall, pupils achieve well.

41. **Owing to the small size of the school and the staff's very good knowledge of**

**all of the pupils, some of the analysis of what is or is not working well and planning for improvement is carried out informally. This is backed-up by more formal analysis of assessment results and monitoring of teaching and learning, which is incorporated well in the school's performance management process.**

A good level of support is available to ensure all pupils have equal access to the curriculum. Teachers and classroom assistants work well together.

42. Throughout this period, the head teacher has maintained a teaching commitment in music and has taught classes during staff absence from school either because of illness or whilst carrying out additional training. She has led by example, has taken responsibility for curriculum areas and has influenced staff to develop the school in line with the shared ideas for improvement. The staff and the governing body, with help and training from the Local Education Authority, worked hard towards successfully implementing the national initiatives of Literacy, numeracy and the Foundation Stage as well as working towards resolving the key issues from the last inspection. The issues as highlighted at the last inspection were;

- **Ensuring that the school planned to meet the needs of all pupils, particularly those who are higher and lower attaining pupils:**

This has been met for all pupils; boys and girls, those with special educational needs and higher attaining and lower attaining pupils. In 2001, nearly all pupils in writing and all pupils in mathematics and science achieved the expected Level 2 in the national assessments. The results in mathematics and science were outstanding. Whilst reading standards were a little lower, the results as a whole meant that the lower attaining pupils had achieved well to reach this level. Whilst the number of pupils reaching the higher than expected Level 3 in comparison with similar schools was also high, the school has correctly set itself targets to improve this further.

- **Ensuring the head teacher had a level of teaching commitment that did not interfere with her role to check on and improve where necessary, the quality of teaching of other staff.**

This has been successful. The head teacher monitors other staff both informally and formally. This works particularly well for staff new to the school and for those who the school trains to be teachers. The school has an agreed process for managing and improving staffs' effectiveness, which uses increases in pupils' standards as one measure of success. This is developing well. Governors are fully involved in this. They have days arranged during the school year to be formally involved in checking on the teachers' work in the classrooms as well as being involved regularly in support of lessons and school activities.

- **Implementing urgently procedures for sound financial management and ensuring staff are fully trained for this.**

All of the recommendations for improvement made by the auditor of the Local Education Authority in 1998 were followed up formally the year after. By then, all recommendations had been implemented other than the need for staff and governors to declare any pecuniary interests they might have, which would affect their role in the school. This is now fully in place. In addition, the governors monitor their budget spending very closely. This has been necessary because of the high staffing costs expended at the school to keep pupil numbers as low as possible in the classrooms. This strategy has worked well in helping staff to improve pupils' achievement and in

ensuring pupils receive as broad as possible an experience at school. This has been important because none of the pupils attend full time pre-school provision before starting in the Reception Class and around 20 per cent of the pupils have no experience of pre-school nurseries or playgroups before starting. A national achievement award gained in 2001 in recognition of improvements in pupils' standards is one result of this strategy. The governors are aware from their budget monitoring that the amounts of money they have carried forward from one financial year to another in support of this strategy have been reducing. Whilst the carry forward was at nine per cent of the budget in 2000/2001, the school is clear that the high level of staffing has necessarily come to an end in this financial year.

- **Seeking to improve the accommodation by creating separate toilets for the youngest children and developing the school library.**

Whilst little improvement has been made yet in response to this issue, costed plans are in place to extend the school library and to include improved information and communication technology provision. Pupils in the Reception Classes still have to walk through the school hall from their rooms, to reach the toilets. This is not satisfactory. This issue has not been ignored but up until now, the school's finances have been targeted appropriately on maintaining high staffing levels.

- **Improve the levels of resources in mathematics, geography, history, physical education, design and technology and in the library.**

The school makes very good use of schemes operated by the Schools' Library Service and the Local Education Authority to loan resource packs and books that are relevant to the units of work being taught. This is an efficient and effective way to ensure pupils' learning in lessons is supported by a good range of resources. The school has added to this themselves. Resourcing is now good in mathematics, science, religious education, geography, history, physical education and the Reception Classes. Resources are satisfactory in all other subjects. Staff and governors supplement the learning resources themselves for some lessons such as a wonderful range of Victorian artefacts used in a Year 1 history lesson during the inspection.

43. **The governing body now takes a far more effective role in supporting the staff and pupils.** They gain first hand knowledge of what is happening in the school such as from visits to classrooms, regular meetings and making best use of governors' individual skills and the time they have available. The governors have gained for themselves a very good working knowledge of the school's strengths and weaknesses, which has been part of the success in how the school has developed. The school improvement plan has provided a good framework within which the school has progressed. There is a good perspective on raising standards, addressing the issues from the last inspection and the needs of the school. The review of subjects, schemes of work and the more precise use of assessment information to raise standards more are recognised for further development on a clear time scale. **The most impressive part of the governors' work in the school is their total involvement in self-evaluation.** The head teacher has put excellent procedures into place through which governors focus on areas of school life on a known schedule. This includes

- regular meetings separate to their usual planned meetings to evaluate and review evidence they have gleaned from focussed visits to lessons
- sampling pupils' work with particular criteria in mind
- receiving reports from subject co-ordinators



- receiving reports from governors with particular responsibilities
- using information picked up informally from their many visits to school such as about the pupils attitudes and behaviour around the school.

The school's accuracy in self-evaluation shows that the governors are building a very clear idea for themselves on what makes an effective school and what they need to do to improve further.

44. Beyond the issues from the last inspection, **the staff, governors and parents work well together to take the school forward.** Everyone shares a strong commitment for improvement. This results in a caring school community, which has developed good links with their partner junior school and playgroups. The staff are suitably qualified and there is a very good range of teaching experience and knowledge. The training needs of the staff are taken into account according to the priorities set on the school improvement plan and their personal needs. There are good arrangements made for teachers to share expertise and work together to improve the quality of their work. The benefits of recent training for literacy and numeracy are evident in the quality of teaching and learning. Training for information and communication technology is still in process but has positively influenced standards already. The school is well served by the teaching assistants who work effectively with the teachers to support small groups of pupils in their work. This makes a significant contribution to pupils' learning especially those with special educational needs who benefit from constant encouragement and support. Consequently they make good progress towards their targets. The visiting music specialist supports pupils well in additional instrumental tuition, which is one way of the school extending the skills of those who have a particular talent. Extra support for good artists has been a feature also of the school's provision. The lunchtime and administrative staff make a positive impact on the smooth running of the school. The governors value highly the skills of the secretary in day-to-day financial control.
45. **The school has satisfactory accommodation overall with outstanding provision for swimming.** Despite the accommodation issues from the last inspection about improving library and toilet provision not yet having been met, the accommodation has been improved in recent years to make a more effective learning environment, which is used well by the staff and pupils and maintained to high standards of cleanliness. Some Year 1 pupils are currently taught in a large mobile classroom, which offers every opportunity for learning to be geared to match the pupils' needs. There is ample space for class work, group work or individual work to be arranged as necessary. The room has its own toilet and hand-washing facilities. The provision for pupils starting their school life in the Foundation Stage is good and is matched by the use that the reception teachers make of the accommodation and increasingly of the school grounds. The grounds are maintained well and provide sufficient hard and excellent grassed areas where pupils can play safely. Lunchtime staff take good care of the pupils and provide interesting activities whenever possible. They have a good understanding of health and safety issues. The school library is used well by the pupils who often come to find out information or borrow books although they clearly expressed a viewpoint that they would be much happier when the library accommodation has been improved.
46. **The governors and the school seek to find best value for money before committing to expenditure.** They are also clear how well the school is doing in comparison with other schools, what else needs to be done and have 'their ears to the ground' in knowing just how importantly the parents view the additional opportunities for learning over and above the statutory curriculum. The parents'

response to the questionnaires issued for this inspection was overwhelmingly supportive of the school's provision and standards. In view of the very good educational provision, the standards that the pupils currently attain, the very high quality of the leadership and management and the good resources available, the school gives good value for money and is an effective school. The school is aware of the next important steps to take to maintain and build upon the current strong position.

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

To build on its obvious strengths in leadership, teaching and learning and the pupils' good achievement, the school should

- (1) Extend pupils' appreciation of the diverse nature of British society today. (Paragraphs 29, 40, 71 and 89)
- (2) Improve the school accommodation as set out in the last inspection and in the current school improvement plan in offering good quality library provision away from the school's main toilet area and improving toilet provision overall. This should include also, ease of access for reception pupils to their own toilet facilities. (Paragraphs 30, 42, 45, 49 and 71)

In addition to the development points above, the following less important issue should be considered for inclusion in the school action plan:

- Ensure the school extends the use of its tracking data, target setting and how it judges at what level pupils are attaining in relation to national standards, to make sure that standards continue to rise overall, and particularly for the higher attaining pupils in reading, writing, mathematics and science.(\*). (Paragraphs 2, 3, 42, 74, 81, 82 and 86)

(\*). *This is recognised by the school from its very good self-evaluation strategies and is set out in the school improvement plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	13	9	5			
Percentage	18	40	27	15			

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 around three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	139
Number of full-time pupils known to be eligible for free school meals	31
Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	37
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	7
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	6.1

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	22	20	42

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	19	21	22
	Girls	17	20	20
	Total	36	41	42
Percentage of pupils at NC level 2 or above	School	86(71)	98(79)	100(88)
	National	84(83)	86(84)	91(90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	20	22	22
	Girls	18	20	20
	Total	38	42	42
Percentage of pupils at NC level 2 or above	School	90(74)	100(86)	100(83)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	111
Any other minority ethnic group	

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

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

This table refers to pupils of compulsory school age only.

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 – Y3

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	17.6
Average class size	20

#### Education support staff: YR – Y3

Total number of education support staff	7
Total aggregate hours worked per week	146.25

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FTE means full-time equivalent.

### Financial information

Financial year	2000/2001
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	£
Total income	376530
Total expenditure	375138
Expenditure per pupil	2420
Balance brought forward from previous year	32572
Balance carried forward to next year	33964

### Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	141
Number of questionnaires returned	52

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	2		
My child is making good progress in school.	72	25	2	2	
Behaviour in the school is good.	56	40	2		2
My child gets the right amount of work to do at home.	50	38	4		8
The teaching is good.	65	29		2	4
I am kept well informed about how my child is getting on.	63	33	2	2	
I would feel comfortable about approaching the school with questions or a problem.	83	13	2	2	
The school expects my child to work hard and achieve his or her best.	73	25			2
The school works closely with parents.	58	33	4	2	4
The school is well led and managed.	65	23	2	4	6
The school is helping my child become mature and responsible.	69	27	2	2	
The school provides an interesting range of activities outside lessons.	31	44	11	4	10

## **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**

47. This section of the report focuses on the 32 children who are in their reception year. All the children start school in the September of the year in which they become five. Around 80 per cent of children have had some pre-school experience in part-time playgroups or nurseries before they start school. However, this means that around 20 per cent of the children have not had any pre-school experience at all. For many children, meeting and learning alongside their peers has not been possible before starting at school. The children grow up in a beautiful area of the country but many live in isolated areas. The majority of children enter the Reception Classes with attainment in all areas of learning that is well below the levels expected of children of this age. A number of children have speech or language problems. This year, because of numbers, the children are organised into two classes, according to their age. The teaching staff make an early check of the children's needs and plan the curriculum specifically to cater for them. A clear emphasis is placed upon learning to play together, make friendships and talk to each other. As a result of good teaching and a carefully structured and sensitive start to school, the children learn well. Consequently, the children achieve well throughout the Foundation Stage. Although the children do well they are unlikely to reach the expected Early Learning Goals in all areas of learning by the end of the reception year. The provision for these young children at the time of the last inspection has been improved still further by the introduction of the Foundation Stage curriculum and the benefits acknowledged by the school of their participation in an 'Effective Early Years Project'.
48. The quality of teaching and learning for the children in the Reception Classes are good overall with some that are very good; consequently the children learn and achieve well. The teachers and the teaching assistants are dedicated and skilful and work hard to move the children's learning on. Communication, language and literature alongside social development are well promoted in the Reception Classes. Careful observations of the children enable accurate checks to be made, which help to guide the future planning of activities. Children who have special educational needs are identified early. Specific work and help are planned for these children. This early intervention enables the school to give good support within the classroom for these children and consequently they make good progress.

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

49. In personal, social and emotional development, by the time the children finish their reception year, they are still likely to be below the nationally agreed standards. The children make consistently good progress in this area of their work because they receive patient, caring and supportive teaching. The children try hard to learn the class routines. They sit on the carpets and are becoming more confident in waiting their turn to speak. For example, as the children tasted a range of different fruits, one child reminded another that he must wait his turn patiently. They listen particularly well to each other when they discuss issues. In one lesson where the children thought about what made them smile the children sat well and listened to each other. They are helped to learn through being carefully encouraged to share resources and to take turns. For example, when playing mathematics games, the teaching assistant and the parent helper encouraged the children to wait for their own turn. At the same time

watching what the other children were doing as it would help them remember where particular numbers were placed on the carpet. The children undress themselves for physical education and manage well. The class teacher and the teaching assistant encouraged the children to fold their clothes tidily and put them on the table. The adults helped occasionally with children who found this difficult. The teachers report that at the beginning of the year the children are not used to playing with each other. They generally do not know each other and they have to learn all about each other. Gradually the children begin to talk and work with each other and form friendships. They respond well to all the staff and listen carefully to what they have to say. Good routines are set up in the Reception Classes and these prepare the children well for their work in Years 1 and 2. The children walk to the school toilets, the hall for physical education lessons and school assemblies in a calm and sensible manner.

50. The teaching of personal and social education is particularly good. Members of staff are patient and consistent with the children. They care for the children well. The secure and sensitive environment created by the staff enables the children to learn to play with each other and to develop their social awareness. The very good relationships with the children, small class sizes and the high levels of help the children are given ensures they make good gains in their learning in a positive environment. The children are encouraged to play in sociable groups and to listen and care for one another. All staff promote clear ideas of what is expected of the children including the difference between right and wrong. The patience that the teachers and teaching assistants show results in a calm working environment. This means that the children feel happy and confident and make good gains in their lessons.

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

51. In communication, language and literacy the children achieve well and make good progress as a result of the good teaching they receive. Although the children work hard and make good progress most will not reach the levels expected at the end of the reception year. Many of the children come into the reception classes with very underdeveloped speaking and listening skills. As a result of the supportive and highly focused teaching the children make good gains in this area of their work. The children make better gains in their learning when they have an adult helping their group. Some find it difficult to sustain their focus on their work when they are asked to work on their own.
52. The children in the Reception Classes enjoy singing rhymes in lessons and songs in assembly. They enjoy looking at a wide range of books. At present the children are particularly engaged by a story about a seed as it grows and develops into a plant. The children's' learning at school is extended and reinforced by work done at home. The children enjoy singing rhymes such as 'Here we go round the Mulberry Bush' and then doing the actions to different parts of the day. These activities develop not only the children's speaking skills but also their capacity to memorise songs. The children now talk to each other about their work and work together. For example, on tasks such as finding words in the giant word-search and planting seedlings. The children handle books well; they all have sharing together books, which they take home to share with their parents or carers. They know some letter sounds and letter names and are beginning to identify simple words. Writing is displayed in all areas of the reception classes. All of the children try hard with their writing and are making good progress with their writing skills. The children are learning to write in a joined style. From making marks on entry to school, the children are beginning to make more controlled and clear letter formation.



53. The teaching of language and literacy is good. Staff work hard to improve the fluency of all the children by constant discussions and conversations. This has a very high priority in both classes. The teachers and teaching assistants have high expectations of the children and work hard to develop and increase their vocabulary. The teachers make effective use of books in their lessons to guide the children's learning. This means that all the children are fully involved in their learning and are active learners. In these sessions the teaching assistants are used effectively to ensure that the children are given good help and so they succeed well. The staff all work hard to develop the language skills of all the children and no opportunities are lost in discussing work and play. For example, in the role-play areas the staff encourage the children to talk about their play and work co-operatively together. In this way the doctor in the hospital and the shopkeeper in the flower shop were both busy talking to their clients. Reading is actively promoted in all classes by the encouragement of reading and sharing of books together.

### **Mathematical development**

54. In mathematical development although the children achieve well and are making good progress towards attaining the expected Early Learning Goals, most children will not achieve this level by the end of the reception year. The children achieve well because they are taught well. The children make good progress through the good practically based teaching they receive. The children in the Reception Classes are learning to count to ten and beyond to 20. They play games to encourage them to sequence numbers. They enjoy playing 'Grandmother's footsteps' in which they have to choose cards and place them in the correct order to ten. They look at patterns and sustain pattern making with two different colours. The children recognise a number of shapes, for example circles, squares and rectangles and use the sand and water play to fill and empty a variety of different sized containers. They are becoming aware of mathematical language as they talk about whether the worms are long or short.
55. The teaching of mathematical understanding is good overall. All staff take every opportunity to develop and consolidate the children's understanding of number through practical activities and play. This practical approach to teaching number and measurements ensures that all the children are fully engaged in their learning and excited about the outcomes. For example, a group of the children worked together well as they made numbers from one to six in play dough. They shared out the dough and carefully manipulated this pliable material to make the correct shapes for the numbers. In this way the children helped each other and worked collaboratively. The children's learning is built securely lesson after lesson as a result of the teachers and teaching assistants keeping careful track of the children's work. The wide range of practical activities available for the children consolidates and extends the children's learning through interesting tasks.

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

56. In knowledge and understanding of the world, although the children make good progress and achieve well, most children will not achieve the Early Learning Goals expected by the time they leave the Reception classes. Good teaching using a range of interesting and stimulating topics ensures that the children make consistently good progress and achieve well. The teachers provide a wide range of activities to interest and intrigue the children. The children use the computer successfully to put leaves on the stem of a plant and when they concentrate carefully they rotate the leaves so that they fit exactly on the stem. The children are at present learning all about seeds and

plants. They have planted courgettes, beans, lettuce, sweetcorn and sunflowers in their allotment after carefully preparing the soil. The children were delighted to see all the mini-beasts in the grass and the soil and treated them with great care and consideration. They enjoyed preparing the soil and worked effectively in their groups to ready the ground and firm in the plants and seeds. The children understood that the plants grew from seeds and are eagerly awaiting the cress seeds to grow on their cotton wool shapes. They look after a tank of tadpoles. They have watched the tadpoles develop from frogspawn. The children have the opportunity to use a wide range of construction kits and they are used well to create a wide variety of models of various sizes. They experiment with a range of recycled materials and cut, glue, stick and paint making a wide range of interesting models.

57. The teaching of knowledge and understanding of the world is good. Staff plan an extensive range of activities so that the children are fully engaged in their learning. For example, the children not only planted their seeds in the classroom but extended and developed their learning by preparing ground and planting seeds and plants outside in their allotment. The children were challenged to think about what the seeds needed to grow and were encouraged to look after them. This active involvement and practical activity by the children reinforces teaching points. The teaching of skills in information and communication technology is used by the teachers to reinforce the children's' learning about plants and life cycles.

### **Physical development**

58. In physical development most children will not attain the standards expected by the end of the reception year. Good teaching providing many opportunities for the children to refine and improve their skills in this area of learning enables the children to make good progress and achieve well. The children use a range of equipment and materials in their work. Their skills develop well from a low base when they start school. In physical education lessons, the children throw balls to each other, dribble footballs around a course and weave in and out of markers using a hockey stick and small ball. They try hard to improve their work and are encouraged by the class teacher to do so. The children enjoy using a range of equipment, pencils and felt pens as they draw and write. They enjoy writing and in their role-play areas write shopping lists or hospital appointments. They use construction toys with developing levels of dexterity and often work well together to create a model. The children use the brushes well when they paint their pictures and models. The children enjoy working with the wheeled vehicles outdoors.
59. The teaching of physical development is good. The staff provide a wide range of activities and good levels of individual help to aid the children to extend and develop their fine and gross motor skills. The children work hard during their physical education lessons and try hard to improve their work as a result of good teaching. All the teachers and teaching assistants encourage the children to improve their work and work alongside them to show them how they can improve. The children are encouraged to use a range of small and large equipment to develop co-ordination skills both indoors and outdoors. At playtimes and lunchtimes the children now play happily together because they have been encouraged to co-operate.

### **Creative development**

60. In creative development most children will not attain the standards expected in this area of learning by the time they enter Year 1. The children make good progress and achieve well as they are taught well. The children in both the classes use paint and

collage expressively. They paint pictures and stick paper and fabric on pictures to represent their creative ideas. The children have made local landscapes with collage representations of different animals. They use paint expressively. They have made paintings of nurses, patients in hospital and mothers and babies to decorate their role-play area. In the imaginative role-play areas the children develop their skills of co-operation and communication as they play with one another. The children become engrossed in their movements as they act out getting out of bed in the morning, eating their breakfast and walking to school. In assemblies the children enjoy singing songs and do so with great enthusiasm.

61. The teaching of creative development is good. Staff provide many opportunities for the children to develop their creative ideas through painting, drawing, role-play and music. They stimulate the children's interests with lively lessons that generate a high level of excitement and interest. Consequently the children learn to express their feelings and ideas enthusiastically. The staff value the children's work by effectively displaying it for all the children to see. The learning environment in the classrooms is bright and means that the children work in bright and interesting rooms. There is good access to the outside areas, however the access to the toilets is unsatisfactory as they are a considerable distance from the classrooms. This means that the children have to pass through the busy hall along the corridor and through the library to get to the toilets. For very young children this is unacceptable.
62. The children make a very positive start to their education in all areas of learning. They begin to listen carefully to instructions and behave well. The children concentrate on the activities set for them and persevere with the tasks, even if they find them hard. They find it easier to sustain their work and concentration when there is an adult present to help them. The children develop their skills of co-operation and learn to work alongside their peers. All children are well cared for and individual needs are well catered for. The children are carefully introduced to life in school and encouraged to enjoy their learning. The children settle well into the classes because of the phased entry to school and quickly appreciate the routines and sequence of life in school.

## **ENGLISH**

63. In the 2001 National Curriculum tests for pupils in Year 2, pupils achieved above average for similar schools in reading and high standards in writing. These exceptionally good results show that all the pupils achieve well throughout the school especially when you take into account the low attainment on entry of the children when they start school in the Reception Classes. Pupils who are on the school's special educational needs register are fully included in every lesson and achieve well in relation to their prior attainment. These results reflect the very skilled teaching the pupils receive throughout Years 1 and 2.
64. The present Year 2 pupils have not achieved at such a high level. They have achieved well but are not truly representative of other year groups in the school. The levels of attainment for this group are well below the national average, although it is clear that these pupils have achieved well and at present are making significant strides forwards in their learning. The current Year 3 are achieving well and are demonstrating average levels of attainment this is the result of very good teaching.
65. There are many contributory factors to the good level of pupil achievement; the

English co-ordinator has worked hard to look at ways of improving the pupils' attainment and she has put into place a range of strategies to bring about improvement. These are beginning to have a positive effect upon how well the pupils perform. The National Literacy Strategy has been well implemented and the school is effective in embracing new initiatives to further improve the teaching of English and Literacy throughout the school. For example, guided reading has been taken out of the literacy sessions. This has enabled a greater focus on reading in guided reading sessions and writing within the literacy hour. The teaching assistants play a significant role in helping the pupils who learn slowly and those who find concentration and application difficult to achieve well. All the teachers work hard to ensure that the pupils confidence and self esteem in their English lessons is maintained and praise and help are all employed to achieve this aim. At the time of the last inspection pupils' attainment was similar to the present position.

66. Speaking skills are developed through effective teaching and the opportunities the teachers create to enable the pupils to develop their speaking skills. The children enter the school with well below average speaking and listening skills. A small number of pupils have speech problems and the school works hard to help these pupils to improve their speaking skills through very supportive and focused sessions. The teachers encourage the pupils to answer questions and talk about their lessons and give their ideas. For example, many pupils were confident in reading aloud, to each other and to adults other than their teachers. Some plenary sessions included pupils talking about their work. The older pupils in Year 3 talked about their lessons in school and their particular likes and dislikes, giving their reasons after careful thought.
67. Year 1 pupils are reading at the expected level but higher ability pupils are doing well. Books are selected for and by pupils once a week. They are taken home with a home-school diary and then changed when assessed as successfully completed with progress recorded against particular reading skills such as phonic skills. Higher ability pupils in Year 2 can read without making mistakes, describe the main characters in books and predict what is going to happen next in the story after retelling the story so far. Average and below average Year 2 pupils are concentrating on reading aloud but still need some help with new words. Overall, Year 2 pupils read at below the expected level. Silent reading is used to satisfactory effect by Year 3 pupils in supporting their learning and aids the extension of their concentration. This is enhanced by teachers asking a range of questions about the texts being read. All the pupils in the school have regular access to the school library and borrow books each week. Some of the older pupils report that they would like to see more books in school as they feel that their choice is becoming limited.
68. Writing in Year 1 is below the expected level but good progress by the pupils means that they confidently complete sentences and re-order words to construct new sentences. Pupils in Year 1 are beginning to string two or three sentences together with most letters formed correctly. Joined writing is taught from the reception class and the pupils are beginning to develop neat and well-formed work. More able pupils in Year 1 are beginning to explore adjectives to include in their sentences, and complete a significant amount of writing. Year 2 pupils are able to use key questions and guidelines for writing to produce a piece of extended writing. This writing showed good use of similes such as 'The icebergs looked like sparkling castles in the water' and phrases like 'The trees towered above me'. Whilst completing writing tasks, the pupils showed tremendous application in their work and reluctance to stop at the end of the session. This supported pupils' spiritual development very well. In Year 3 pupils explored adding adjectives and adverbs to their writing to make it more interesting. For example, one pupil wrote, "Dad was in pain; he felt the indignity". This writing

shows good progress with vocabulary, increasing accuracy in punctuation and a clearly developed fluidity in their handwriting. Year 3 pupils use computers effectively to word process their writing, making decisions as to appropriate fonts and styles of presentation before saving their work independently. A common feature to all samples of pupils' written work throughout the school is that it is consistently neat and very good attention is given to presentation.

69. Teaching is very good overall. Teachers have high levels of knowledge and understanding in the subject and teach the basic skills well. They use very effective teaching methods based on good planning and assessment and very good use of time, support staff and resources, including the use of Information and Communication Technology. Teachers have high expectations for pupils and manage pupils during lessons exceptionally well. For example, in Year 2 the pupils respond very effectively to the class teacher as she sets an atmosphere where the pupils are clearly expected to work very hard and the pupils strive to meet her high expectations. Homework supports learning in English with pupils taking home both written work and reading. The school has organized the Year 1 and 3 pupils into sets for their English lessons. This has a beneficial effect on the pupils, as the teachers are better able to target and stretch the pupils in the class. The lower attaining pupils have good levels of support and help from both the teachers and the teaching assistants. Sets are not organised at Year 2 because there is only one class this year in this year group. The school has identified the need to challenge even further the higher attainers in some year groups. The schools' assessment and tracking system is beginning to enable the school to improve even further. The pupils' behaviour is good overall and their attitudes to learning are very good. Very good personal developments and relationships are evident throughout lessons in English. The school's overall priority of promoting well being and a positive "I can" ethos and culture for learning has a positive impact on learning in all English lessons and tasks.
70. The National Literacy Strategy has been well implemented by the school and the school has adapted the pattern to support its strategy for improvement. It is a strength of the school that guided reading has been taken out of the literacy hour and taught separately. Careful questioning by teachers in guided reading and guided writing ensures that each pupil in the group is assessed accurately and taught the next step for them individually. The needs of boys and girls are included and addressed equally. Some plenary sessions are used exceptionally well. In one plenary session the teacher celebrated the progress and achievements of pupils, corrected common errors, set homework and then used open-ended questions to point the way to the next learning objective for the pupils. Additional strategies for bringing about improvements in English are used to very good effect. These include setting the pupils by ability in Years 1 and 3, the 'Early Literacy Strategy' in Year 1, a 'Catch-Up' programme in Year 2 and the 'Additional Literacy Strategy' in Year 3. Pupils of all ability levels progress well in acquiring new skills, knowledge and understanding and are able to work very well and are above average for their age in applying effort to their work. They concentrate at higher levels than is usually found and, when given a task, work at a pace well ahead of many pupils in the same age range. This ensures that the amount of work they produce exceeds the average.
71. The range and condition of library books is satisfactory. These books are gradually being augmented and replaced where necessary. Some pupils said that they would like to see even more books in the library. There is a satisfactory range of both fiction and non-fiction books but the amount of multicultural content is minimal to show the diversity of society. The county library service is used well to provide books in bulk and these are swapped regularly. The library service is also used well by teachers in

accessing books for classroom projects. The positioning of the library, adjacent to the toilets, is unsatisfactory as it was at the time of the last inspection. However, the school's strategic plan does include a small building extension that will allow the library to be re-sited.

72. Subject leadership in English is good. The English policy reflects the school's aims and values well. Pupils' progress is monitored very well by the subject co-ordinator. A database for tracking pupil progress and assessments is in place but the use of this information to accurately inform future planning and strategies for improvement is not yet fully refined. There is a very clear identification of priorities for development and a strong will to ensure that action is taken to meet the school's own targets for improvement. All staff share this high commitment to improvement.
73. The quality and range of learning opportunities in English are good. There is a good, well-balanced English curriculum in place, which is underpinned by and delivered through very good teaching. The breadth and balance of this good provision ensures that the pupils leave the school at the end of Year 3 in a good position to continue making good progress on transfer to the Junior School.

## **MATHEMATICS**

74. The attainment of pupils was similar in comparison with the national average at Year 2 in 2001. This has improved from the results of 2000, which were below average and vastly improved from the results of 1999 when the results were well below. Trends in improvement from 1999 to 2001 show good year-on-year improvement. Because pupils' attainment on entry to the school is well below the average for schools in the Local Education Authority, this shows that the pupils make good progress in their work. In 2001, pupils' results in comparison with pupils in similar schools were high. Whilst in 2001, the boys achieved better than the girls, in 2002 this is likely to be the other way round. This is dependent on the particular groups of pupils in each year group. The trend over the last three years shows no significant difference in achievement between boys and girls and pupils with special educational needs do equally well. In 2001, all pupils reached the expected Level 2 in their national assessments, which put the school in the top five per cent nationally. The number of pupils who achieved the higher Level 3, whilst not as impressive, was still equal to national expectations. Overall, the results for 2002 are not predicted to be as high but inspection evidence still points to the pupils' achievement being good.
75. Rightly, mathematics has been a priority for development over this period. The standards of work seen during the inspection were overall appropriate to what would be expected and achievement is generally consistent throughout the school. Improvement has been achieved by developments such as,
- a particular emphasis put into the consistency of planning for lessons
  - relevant staff development such as the more precise sampling of pupils' work to find out how well they are progressing
  - the use of information from assessment to target areas of learning in which pupils were unsure; particularly evident in Year 3 during the inspection and
  - sampling the quality of teaching and learning during lessons to praise good practice and to see how it can be improved.
76. These approaches work equally as well for higher and lower attaining pupils and those with special educational needs. As a consequence, there has been improvement in the quality of teaching and learning. The subject leader, the head

teacher and the governors have all supported this development and have evaluated the rise in standards achieved.

77. Teaching is generally good for Years 1 and 2 so that by the age of seven, pupils show an increasing knowledge and understanding of basic number facts. They have a sound understanding of place value of tens and units, how to add and subtract up to at least twenty, with some beyond that. They are beginning to use their knowledge well in solving day-to-day 'problems'. In an appropriately planned opening to a lesson using the National Numeracy Strategy and including a 'brain gym', Year 1 pupils recognised that numbers written on the white board formed a pattern where they increased in units horizontally and in 'tens' vertically. In unison, pupils counted the numbers in a sequence chosen by the teacher and either clapped or 'bobbed up and down' at the appropriate place. This required much concentration and most pupils were totally successful. Registration in a Year 2 lesson was carried out without a moment of time lost. This was because the teacher used a routine well known to the pupils. Pupils were eager to work out such practical sums as "if there are 20 pupils in the class today and six are having a hot lunch, how many cold lunches will there be?" One or two pupils were very quick in answering this correctly. This was good use of time by the teacher and was an example of how the school encourages pupils to use their knowledge in day-to-day situations. Lessons tend to start with a 'brain gym' and a set of mental sums for the pupils to work out individually either on their 'show me' white boards where the teacher can readily check their answers and how they have worked them out or in their books. They settle to this good routine easily and are keen to succeed. The work is pitched at different levels to match the pupils' abilities to succeed when given 'a bit of thought'. The small numbers in the class allows the teacher to give a short amount of time to each pupil so that any misunderstandings can be discussed quietly and immediately. Many pupils were keen to try their best and explained clearly how they were working out their answers. This helped them to understand even more what they were doing and how their chosen strategies could be used in different situations. On the rare occasions when teaching and learning was satisfactory in Years 1 and 2, the speed that teachers picked up on and supported pupils' misunderstandings or extended pupils who were capable of slightly harder work was not as effective as it might have been. On these occasions, some pupils chose not to immediately ask for help and because the organisation of the lesson left some groups of pupils unsupported for short periods, the extent of their learning was reduced.
78. From September 2001, the work of Year 2 pupils shows that the majority of pupils have learned to work with number bonds to at least 10, sorted simple shapes by two properties, developed a good understanding of simple three-dimensional shapes and have totalled coins up to £0.40. All pupils have worked on measurements of small distances using centimetres. Higher attaining pupils have worked well on recognising right angles in following a simple map route, correctly work out, for example, which day is two days before or three days after Wednesday and record work successfully using bar charts. Lower attaining pupils recognise numbers easily and can work out successfully and quickly simple addition or subtraction sums. However, some still need adult support with recognising consistently the simple shapes including a hexagon, which days come before or after a given day and practical use of money coins. Pupils generally have a sound understanding of value of numbers. Whilst standards are slightly below what would be expected for pupils of this age, they have made good progress from when they started school in the Reception Classes.
79. Overall, teaching and learning is very good with pupils in Year 3 so that by this age, pupils take great pride in their abilities to think mathematically and apply their

knowledge. Higher attaining pupils understand clearly what mathematical processes such as addition or subtraction are needed to complete a particular sum successfully. They work out successfully missing numbers in simple algebraic equations, plot co-ordinates, read simple graphs and use tally charts to record the results of practical investigations. Lower attaining pupils still need some help with their work on graphs and simple division problems using length or weight measurements. However, they do succeed generally in sequencing numbers up to 50 and in simple practical money sums. The work with Year 3 is planned very well using good information from assessments, which adds to the teacher's day-to-day knowledge of the pupils. Pupils are taught in ability groups in Years 1 and 3 because this is practical with the numbers involved. Teachers pitch discussion at the right level for the different abilities of pupils in the classes. This adds to the teacher's knowledge of their strengths and weaknesses. Good use of teaching assistants adds to how pupils' weaknesses can be targeted for improvement or pupils with special educational needs are supported.

80. Overall, teachers are very clear what they want the children to learn and go through a step-by-step process using discussion, demonstration and question and answer sessions so that the pupils understand what is expected of them. The style of approach of the National Numeracy Strategy is used effectively including the plenary session. Teachers 'pull together' the learning that has taken place in the different groups and by different abilities of pupil. They assess how well pupils have understood their work, giving pointers where some misunderstandings have crept in. They decide how to proceed with the next lesson if more reinforcement of learning is necessary. Information and communications technology is beginning to be used well to support pupils' work and preparation for assessments. Staffs' confidence in extending pupils' skills continues to be developed well through courses.
81. Overall, improvement in mathematics since the last inspection is good. Pupils' achievement has improved as a result of better teaching and learning. Pupils are now keen to do well and the use of the 'thinking schools' approach to their relationships with staff and each other has succeeded very well. This has really helped pupils to know how they should respond in situations and has contributed to very good spiritual, moral and social ethos in the school. For much of this time, pupils attainment on entry has been much lower than that found locally and nationally, which makes pupils' achievements even more impressive. The information given to parents for them to know how well their children are doing is impressive, including the quality of the annual and interim reports. The subject co-ordinator has developed the subject well, often through informal ways in discussion with staff but also through planned visits to classrooms to see how well the subject is being taught. Teachers' planning and work in pupils' books have been checked from time-to-time. Detailed assessment of pupils' strengths and weaknesses is beginning to pay off. The targets set for improvement this year were exceeded. The school has correctly set itself the task of increasing the number of pupils who achieve better than the nationally recognised average of Level 2. The use of information and communication technology in mathematics lessons is developing and is currently satisfactory. The school recognises the importance of these opportunities and has more equipment on order. Pupils make good use of their mathematical knowledge in other lessons such as tally charts and graphs when carrying out surveys in Year 1 geography or in Venn diagrams when sorting rocks by their qualities in Year 3. Year 3 pupils are prepared very well for their move to the junior school. A joint exercise between the two schools ensures that pupils start to work on a practical project just before they leave. This requires some investigative work during their holidays, which is immediately picked up on as they start in their new school.



## SCIENCE

82. In the National Curriculum teacher assessments in 2001, the attainment in science for all Year 2 pupils was judged to be at Level 2, which is the expected level for their age. This level of success for all of the pupils placed the school in the top five percent of school nationally. However, unlike the results in reading, writing and mathematics, no pupils were assessed at the higher Level 3 in science, which in comparison with other schools is well below average. The school assesses very strictly and is reticent to acknowledge success at Level 3 unless the pupils have achieved consistently at that level in all areas of assessment. This is an issue of the school not yet having compared its approaches to assessment with other schools rather than the pupils being clearly lower in standards. Scrutiny of pupils' work in this school year indicates that standards for Year 2 pupils are below what would be expected for pupils of their age. However, as the pupils' attainment on entry to the school was well below that of pupils in other Local Education Authority schools, the progress they have made from their time in the Reception Classes is good.
83. Science is taught in blocks of work and rotates with other subjects. During the inspection, science was not timetabled for pupils in Years 1 and 2. From a detailed scrutiny of a selection of work and teacher assessments of their levels, it is clear that the majority of Year 2 pupils achieve well. They know how to sort materials into those that are natural and those that are not, predict those materials and processes where changes can be reversed such as freezing and melting and steam cooling and those processes that cannot be reversed such as baking a cake. As such, they have reached a level where they test materials, predict outcomes and record their findings clearly. Assessments point to boys and girls achieving equally well and whilst lower attaining pupils need adult support with some of their work, their resultant achievement is good also.
84. Science was timetabled in Year 3. Pupils made good use of mostly local rocks of different types and of a very good array of fruits, seeds and leaves to investigate and discuss, and subsequently to draw comparisons. In one lesson, pupils were 'well down the road' to understanding that soil samples differ according to the rock and areas that they come from. They are clear also about some rock 'families' such as 'sedimentary', and 'igneous'. They know ways of telling them apart, how they were formed and the uses they have been put to historically. The local area is used well for this work because of the 'flints' present in the traditional house-building. Boys and girls are equally enthused by the way flints were used for arrow heads in the past and that when rubbed together now, create a burning smell reminiscent of their 'igneous' past. In another lesson, pupils worked very well together in pairs in investigating similarities and differences between different fruits, seeds and leaves. They give credit to each others thoughts during investigations and this is a fine example of the results of the very good work that the school puts into developing pupils' spiritual, moral and social development. The pupils are true scientists working together as a team to describe their specimens by texture, colour, size, feel and in the case of fruits and seeds, by taste. Health and safety was of high priority in the lesson, particularly in dealing with the tasting investigation. The ultimate focus of the lesson was for the pupils to use a computer microscope to extend the detail of their investigations. As pupils took it in turns to learn how to operate this, the excitement 'could be touched'. All pupils achieved very well in this lesson.
85. In the lessons observed at Year 3, the quality of teaching and learning were very good. These were characterised by questions used effectively to prompt pupils' thinking and to probe their understanding. The teachers knew their subject well and had good

technical competence and vocabulary. Pupils picked-up on this consistently and used the terminology themselves. Many pupils understood both the scientific concepts and the historical elements central to this work. Teachers re-focused the lessons from time to time to re-generate pupils' concentration and to pick up on the strengths and weaknesses of their understanding. This worked very well and is part of an agreed school approach. Pupils were supported well including by a classroom assistant and student teacher both of whom targeted individual pupils in need of some clarification. Pupils behaved well and had good attitudes to the subject. As a result, all pupils learned effectively, including boys and girls of differing attainment and a pupil with a statement of special educational needs. All were given equal access to the computers and support when necessary.

86. Teachers currently work to the Qualifications and Curriculum Authority (QCA) guidelines and appropriately, review the success of their work at the end of each school year. Lesson plans for the units of work are kept on computer so that alterations are easily made. This is a very effective way of working and now makes planning much easier after the hard work initially of putting all of the information onto the computer. Just how well the school used the information it had from assessing pupils' knowledge and understanding in order to improve the pupils' standards was an issue from the last inspection. This has been improved upon well. The school recognises what else needs to be done in moving the subject forwards and the co-ordinator is clear on the steps for development. However, the school does not yet compare its thinking, for example, with other schools, on what pupils have to achieve to be judged as having attained a Level 3. Other improvements since the last inspection include that of more independent research, which is increasingly making very good use of information and communication technology. A very good feature of the curriculum of the school and science is no exception, is the use that is made of visits out of school to places of interest such as the beach, countryside, woods and ponds to make the curriculum come alive and mean something to the pupils. As a result, pupils want to learn. Work in science is used in a number of ways to promote literacy well such as through discussion, independent investigation and recording their fair tests. Also numeracy skills in particular are developed well through drawing graphs and making calculations related to experimental work.

## **ART AND DESIGN**

87. Only one lesson was observed during the inspection but that, with the pupils' work around the school, photographic evidence and discussions with the subject leader and pupils, indicates that this subject is taught well. Consequently the pupils learn at a fast pace. Their achievement from a low base at the start of Year 1 is above expectations. By the end of Year 2 and before they leave at the end of Year 3 to go on to the junior school, the pupils' standards of work are in line with national expectations, with some good features. Behaviour is good because the teachers manage the pupils well. The last inspection said that standards were above average.
88. In the one lesson seen with Year 3 pupils, teaching was effective and the pupils learned well. Pupils with special educational needs achieved well also because of the high quality support that they received. This included a pupil with a statement of special educational need. Attainment overall was in line with national expectations. The pupils' behaviour was very good and pupils applied themselves very well to designing a sculpture for the new school garden. The school identifies pupils who are able or talented and writes Individual Education Plans (IEPs) for them. In Year 3 there is a talented artist that the school has recognised who is supported with extra tuition.

89. Attractive displays around the school, for instance, on the fifty years of the Queen's reign, benefit from carefully executed art and design work. This shows a range of skills and media matching the National Curriculum's programmes of study for art and design. Some of the best art and design work in the school originates from direct observation of natural history and the pupils' study of the works of famous artists like Andy Warhol. Year 2 pupils have completed imaginative work in the Pointillist style of Seurat and after the styles of Kandinsky and Rousseau. There is both two and three-dimensional work about the school at present. The school imaginatively uses music to stimulate art and design. For instance there is photographic evidence of work inspired by Vivaldi and by Alexander Dukas' 'The Sorcerer's Apprentice'. The last inspection reported that 'The resources representing art and artists of non-European cultures are somewhat under-used'. There is still only occasional work on multi-cultural themes.
90. The subject is well led, resulting in above average achievement. The outcomes of provision are effectively monitored, spotting areas of the subject where further training would be appropriate. In-service education and training for teachers (INSET) has been provided for the staff on subjects such as sculpture. This is having a good effect on the standards of teaching, learning and the achievements of the pupils.

## **DESIGN AND TECHNOLOGY**

91. The previous report said that standards were in line with national expectations and that achievement was satisfactory. The picture has improved. Now achievement at both the end of Year 2 and when the pupils leave at the end of Year 3 to go to the junior school is above average and standards are in line with national expectations with some fine features. One of these fine features is the work that the Year 3 pupils do with tools; measuring, drilling and joining wooden parts to make a moving toy. This work links well with the work that the pupils do in mathematics, especially measuring. The standards that the pupils reach when they are using tools to make toys with moving parts is above average. This work owes much to the voluntary contribution of members of the community; a school governor and a family member of one of the members of staff. When a pupil was using a drill, good attention was paid to the correct way to use the tool so that he would be kept safe.
92. Overall, teaching is very good and the pupils learn rapidly. Consequently achievement is above what would be expected. The pupils' attitudes towards the subject and their behaviour are very good. They enjoy the practical work and are proud of their finished articles. This was evident in a very good design and technology lesson with Year 1 pupils. The pupils were full of enthusiasm and succeeded well because of the very good teaching that they received. This very effective teaching ensured that the pupils had both the ideas and the skills to be successful. Learning was fast. The pupils explored ideas about what characterises a home, drawing on history and geography that they had learned. Their discussion contributed well to their speech and language development. This was particularly beneficial to those pupils in the class who have special educational needs (SEN) relating to speech problems. In their cases, the teacher and classroom assistant used opportunities very effectively and patiently to encourage the pupils to talk. The pupils explored ideas of how they could construct model homes using skills that they had previously learned, like making hinges. They shared ideas about techniques, materials, tools and ways of joining pieces together. This was above average work for Year 1 pupils. The practical session gave the pupils many opportunities to share and to help one another. It contributed positively to the pupils' social and personal development. The very good teaching was enhanced by the enthusiastic contributions of voluntary help and learning support staff. It is the

policy of the school to invest in a favourable ratio of adults to pupils. This has a very good impact on the pupils' learning and promotes above average achievement. It especially benefits pupils with SEN.

93. The pupils have sketchbooks that they use both for this subject and for art and design. Year 3 sketchbooks show a wide range of design and technological work conducted this year. It illustrates a rich curriculum that is relevant to the age and interests of the pupils. The work includes designs and plans for making a photograph frame that the pupils have gone on to evaluate in writing. There are first and re-visited designs, evaluating and improving on first ideas. There is evidence in the pupils' sketchbooks of food technology that makes a good contribution to the pupils' health education with emphasis upon healthy eating and personal hygiene. Above average practical work on air pressure covered in this subject adds to the pupils' scientific knowledge. Pupils used compressed air to make a hinged box open.
94. The subject is well led. Monitoring of the standards that the pupils reach enables staff to evaluate the pupils' rate of achievement, the quality of learning and the effectiveness of the teaching. This leads them to undertake relevant in-service education and training to improve performance. Teachers share this training with both the support staff and the governors. This good practice further informs the governors about the subject and helps them to fulfil well their roles as critical friends of the school.

## **GEOGRAPHY**

95. Due to timetabling, geography was not taught during the inspection. As such, the judgements on this inspection were made from discussion with staff, an arranged interview with a group of children, scrutiny of work displayed around the school and some evidence of work in pupils' books. From all of this, pupils' standards by the end of Year 2 are judged to be around what would be expected for pupils of this age. This is the same as the last inspection. Achievement is good and this continues throughout Year 3. All pupils are supported well in their work including in the use of literacy and numeracy skills important to this subject. This means that higher and lower attaining pupils and others with additional learning needs achieve well and make good progress.
96. Pupils in Years 1 and 2 are confident in finding their way around the school. They have carried out simple investigations and map-work that have added to their sound understanding of their immediate surroundings. Some work has been done on the geography of the local area through trips. For example, a visit to the local playground in the park was also linked very well to work on 'pushing and pulling' in science, the effectiveness of playground design in design and technology and historical elements of the houses they walked past on the way. Also, in one Year 1 class, they have used their numeracy skills well in carrying out a survey of how pupils in the class get to school, the results of which were recorded on a well-presented tally chart. Pupils' ability to talk about what they have remembered of their work and explain their understanding points to their good achievement by this age. In Year 2, pupils have a basic understanding of how life might be different living on an island to living on the mainland, such as differences in transport. Achievement in Year 3 is also good so that by the time the pupils leave to start at the junior school, attainment is what would be expected. Pupils are aware of basic differences in weather patterns such as near to the 'equator' or near to the 'poles' and how this might affect lifestyles such as the type of clothing worn. Although the amount of recorded work is low, from discussion,

it is clear that pupils remember much of this work. Most pupils know where Great Britain and Africa are on a map of the world but many are unsure about places such as India or Japan.

97. At the same time as improving standards in the core subjects of English and mathematics, geography has not been ignored. Improvement since the last inspection in this subject has been appropriate. As with other subjects that use the Local Education Authority loan scheme for resources and the Library project loan boxes, the quality of resourcing the subject has improved. This is a very effective way of using scarce finances to buy into such schemes. Given the timescales and the school priorities for development since the last inspection, the subject co-ordination has been good. It has included sampling of pupils' work and discussion with staff although time has not yet been consistently found for the co-ordinator to be in lessons with other staff to see how well they are going and what else could be done to improve. The potential for improvement and the capacity to raise standards higher are clear and the co-ordinator of the subject has presented a report to governors recently that included good development ideas.

## **HISTORY**

98. The school's previous inspection judged standards to be in line with national expectations at Year 2. In this inspection, standards are similar. Pupils achieve well from their entry to the school in the Reception Class where historically, attainment on entry has been much lower than expected in comparison with other schools in the Local Education Authority. Improvement in the quality of the curriculum offered to the pupils and the resources used to enthuse them means that expected progress has been made in developing the subject. The potential for improvement and the capacity to raise standards even higher are clear.
99. Only one lesson at Year 1 was timetabled during the inspection. Therefore, judgements were made from this one lesson, discussion with staff and some Years 2 and 3 pupils in particular, and evidence in books and displays around the school. It is clear that pupils throughout the school are given a series of worthwhile experiences. They develop a sound understanding of differences between their own lives and those of people in the past. Pupils' knowledge, understanding and perception in thinking through scenarios were impressive and also their willingness to 'think aloud'. In the one lesson at Year 1, pupils joined in to the best of their ability and learnt exceptionally well in what was mainly a discussion and investigation activity using a very good breadth and quality of Victorian artefacts to bring the subject alive. Pupils had a wonderful discussion about a 'warming pan' before they eventually came to realise its use. A book, which opened out into a Victorian Doll's House, was also an exciting focus which stimulated discussion and thinking about the range of rooms in our houses today. From samples of pupils' work, it is clear that learning is built upon in Year 3 and that pupils have a sound understanding by the time that they move to the junior school. This includes knowing about and comparing with life today, the lifestyles of wealthy Egyptians who lived in the past, the use of simple hieroglyphs, differences in ancient and modern hand tools and how children's toys have changed.
100. Teaching and learning in the one lesson seen at Year 1 was excellent. An outstanding range of artefacts provided a focus which the teacher used very well and which triggered much discussion about Victorian life. Some pupils expressed themselves clearly but others who struggled a little to put their thoughts into words were encouraged gently and given time and encouragement by the teacher. Pupils were so at ease with their teacher and classmates that they were confident enough to offer

ideas without fear of 'failure'. Everyone's ideas were accepted. The teacher's knowledge of the subject and of each pupils' own knowledge meant that individual pupils were stretched well in their thinking although at different levels of difficulty. 'Open questions' led pupils to review their work, but without giving them even a hint of the answer. Because the lesson was part of a unit of work carried out as a block during the week of the inspection, the teacher was very clear from her day-to-day assessments just how much each pupil had understood and was able to build on this immediately in the next lesson. The lesson provided an excellent balance of discussion and investigation, which maintained pupils' concentration fully.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

101. Standards in information and communication technology are at the levels expected for pupils in Years 2 and 3. However there are some particularly effective features of the pupils' work, which indicates that the pupils achieve well as the result of effective teaching. Standards appear to have fallen since the last inspection. However it is important to recognise that in this subject expectations of what should be taught and learned have increased considerably and the school has done well to reach and maintain the position it now holds. Provision in the school is satisfactory. The number of computers in the school is below the levels normally found. However the computers are in almost constant use and in some lessons are wheeled into the hall to enable specific teaching and considerable practise of the skills to be achieved. Information and communication technology is used across the curriculum in all subject areas and this is a considerable strength. The pupils are also very keen to attend the computer club run by a member of staff after school. This enthusiasm as well as the good level of teaching and the good level of expertise shown by the subject manager, alongside the many opportunities provided for the pupils, has ensured that the pupils achieve well.
102. By Year 2 and 3 the pupils attain at the expected level as the result of the good teaching that they receive and the good opportunities they have to learn new skills and also consolidate their understanding. The teachers and teaching assistants work effectively to ensure that the pupils are as independent as possible in their use of the computers and use and develop good skills. For example, in Year 3 the pupils were observed using both hands as they typed in their work on the computer. They are taught to use both hands so that they become quicker at typing, this is an effective example of the outcomes of good teaching.
103. In Year 1 the pupils have created their own pictograms of their favourite pastime, fruits and the way that they travel to school. On completion of these tasks the pupils put the information into the computers and created their pictograms using the computer. In Year 2 the pupils have used the computer to write about how they made their puppets in design and technology and also to create book covers for their own books. The pupils are adept at changing the size, style and colour of the text they use. In Year 3 the pupils use the computers to find out information on the Internet. They also use the computers in the computer suite at the junior school. This enables them to further develop their skills and they have made "Wanted" posters importing clip art onto their posters and adding text. In a very good Year 3 lesson the teacher built up the pupils' learning carefully. Her very good subject knowledge enabled the pupils to achieve higher than expected in the lesson. The pupils demonstrated good levels of expertise as they created their musical compositions identifying clearly the moods they had created. The pupils worked effectively together so that the music produced was a very definite team effort. In a literacy lesson the pupils showed that they could draft their work on the computer saving their work at the end of the session then closing

down the computer as they finished. Throughout Year 1 and 2 the pupils learn keyboard skills. They use the backspace to delete and shift keys to create capital letters. The pupils have a good understanding of where the letters are on the keyboards and their skills are developing well. There are opportunities for the pupils to develop and practise their skills in other subject areas of the curriculum. For example, in science, the pupils use the microscope linked to the computer to observe closely a leaf closely. The pupils were absolutely enthralled by the magnification of the leaf, which contributed to their spiritual development.

104. The teaching of information and communication technology is good. Time in using the computer and information technology equipment is spent effectively. The computers are used well and because of the opportunities available for the pupils and the clear teaching of skills they all learn well. The teachers ensure that all the National Curriculum requirements are met and that the subject is used in other subject areas. There are many displays reflecting the pupils' work throughout the school.
105. The co-ordinator is very knowledgeable and gives good support to his colleagues. The teachers have received much training for information and communication technology and show a good level of expertise. The subject co-ordinator has a clear perception of standards throughout the school and is working effectively for improvement. Assessment procedures are fully in place. Resources for information and communication technology throughout the school are satisfactory. The school has plans to build a new library and computer suite and this will have a positive impact upon the provision for information and communication technology in the school.

## **MUSIC**

106. Music plays an essential part in the life of the school and makes a good contribution to the spiritual and social development of the pupils. Standards have been maintained since the last inspection. They are above the expectations of the National Curriculum throughout the school. The school has worked hard to maintain and improve still further the provision of music in the school. The school has now very clear guidance for the subject based upon the government recommended schemes of work and this gives good support to the teachers. A significant number of pupils are learning to play the guitar, all Year 3 pupils learn to play the recorder and a few pupils are learning to play the violin. Whilst the head teacher who has considerable expertise teaches the Year 3 the recorder, visiting specialists take charge of the other instrumental tuition. The school is also very privileged to have access to a talented pianist who gives of his time to help the school. The provision of music is therefore strong within the school and the very good teaching and learning overall, leads to good standards and very good achievement.
107. A secure scheme of work, which gives good help to the teachers, has been a good aid to the teaching of music. The head teacher taught all lessons observed during the inspection. Her undoubted expertise and enthusiasm enabled the pupils to achieve very well and succeed. In one Year 3 lesson, the pupils learnt to play new notes on their recorder. In this lesson the head teacher's high expectations of the pupils and her clear guidance enabled the pupils to build upon their previous learning well. The pupils responded to the expectations placed upon them with obvious enthusiasm and tried hard to improve the quality of their playing. The pupils' knowledge of musical notes, specific musical language and musical notation demonstrated their good levels of expertise. All pupils make good progress in their music lessons. A pupil who has a

statement of special educational need was fully included in the lesson and worked hard to improve his fingering as he played the recorder. A teaching assistant who works alongside him ably assisted him. In another Year 3 lesson the pupils struggled to decide which instruments were playing, whether they were woodwind or brass. Once they were guided to the correct family of instruments the teacher built upon their understanding by helping the pupils to identify from a range of musical instruments the instrument being played. The pupils then practised a simple tune on an electronic keyboard. At the end of the session some of the pupils were brave enough to perform for the rest of the group. This was because of the secure relationships between the teacher and the pupils, and is a reflection of the supportive ethos within the school.

108. Singing is a strength of the music in the school. All the pupils including the youngest children in the reception class enjoy singing. They sing a wide range of secular and religious songs. In assemblies the pupils sing with great enthusiasm and also great pride in the achievements of the soloist who performed in one of the songs. The pupils sing songs from other countries and celebrate different languages. The oldest pupils talk about the musical pieces they have composed using untuned percussion instruments and clearly they enjoy this aspect of their work.
109. The teachers encourage good listening, appraising and performing skills. The teachers are enthusiastic and encourage the pupils to participate fully in lessons, which encourages the pupils to co-operate well with each other, persevere and enjoy their work.
110. The head teacher is the music co-ordinator and is very knowledgeable and enthusiastic. She takes lessons throughout the school and gives good support to the staff. The pupils have opportunities to play and sing at music festivals and are often commended for their work. The head teacher has worked hard to encourage staff and to promote the scheme of work which gives good guidance and support to all members of staff. Information and communication technology is used well to support the music curriculum. There is a whole school assessment procedure in place and this is effective in supporting the pupils in their work.

## **PHYSICAL EDUCATION**

111. The pupils' standards in physical education are at the levels expected by the end of Years 2 and 3. The standards the pupils achieve in swimming are well above the levels expected, with two thirds of the pupils in Year 3 achieving at the level expected of Year 6 pupils. In the current Year 3, there are no non-swimmers. This is a very high level of achievement and the school should be commended for bringing the pupils from a low base to these very high standards. In swimming, teaching and learning are very good.
112. The pupils have opportunities to learn a wide range of skills; they develop skills in gymnastics, games, dance and swimming. The good teaching overall and clear development of skills alongside the enthusiasm of the pupils ensures that the pupils generally make good improvements in their work and achieve well. The standards in the pupils' work are similar to those at the time of the last inspection. However, the poor levels of resources reported then have been improved and the levels of resources are now good. The large number of extra curricular activities provided by the school also contributes effectively to the pupils' skills development. Over 30 pupils attended the lunchtime cricket session taken by a member of the local cricket club. Pupils also have opportunities to attend extra-curricular sessions in football, swimming and gymnastics. The Year 3 pupils have the opportunity to go on a



residential experience and this gives them good opportunities to develop their orienteering skills.

113. Pupils in Year 3 enjoy their physical education lessons and are enthusiastic learners. In a lesson where the pupils were learning about throwing and catching, the pupils showed appropriate skills of catching if the beanbag was thrown directly to them. They were less secure in their catching if the beanbag was over their head or towards their side. The class teacher asked the pupils to assess their own performance and consider where they had problems and where they could improve. The class teacher however did not use the pupils to show good levels of expertise and so some benefits of a well-planned lesson were lost. In a Year 2 dance lesson, the class teacher chose an interesting theme of "The World Cup" to base the pupils' work on. Although most of the pupils were keen and interested the class teacher had to spend much time maintaining discipline in the class. Consequently the pace of the lesson was slowed and what had the potential to be a stretching and good lesson became satisfactory by the inappropriate behaviour of some of the pupils.
114. The pupils clearly enjoy their swimming lessons in the on-site pool. The youngest children in the reception class have swimming lessons in the pool. Their teaching assistants work alongside them in the water to give them confidence and encouragement. This secure start to their swimming lessons in the school means that the pupils throughout the school have a secure base to work from. By the time they reach Year 3, higher attaining pupils swim a considerable distance using a range of strokes, front crawl, back crawl and breaststroke. All the pupils surface dive through a hoop in the water, star float and mushroom float. They perform handstands in the water and forward and backward rolls. The pupils achieve these very high standards as the result of high quality, individual teaching. The younger pupils in Year 1 are making a good start to their swimming. In the lesson observed the swimming instructor gave a good mix of encouragement, guidance and praise to encourage the pupils to improve. All wore swimming aids with only two of the pupils reluctant to let go of the rail at the side of the baths. The pupils are placed into groups according to their levels of swimming ability so that the swimming instructor can give very focused and supportive teaching to a small group of pupils. In this way the pupils self-confidence is raised and they enjoy themselves and as a result of this and specific expert tuition they achieve well. A member of the local community comes to the poolside four days in the week to help the pupils to get changed before and after their lessons. She makes a valuable contribution to the smooth running of the swimming sessions. The swimming instructor is well qualified and has set down very clear expectations of the pupils' at poolside. The swimming pool is an excellent resource for the school and the pupils.
115. The co-ordinator gives good support and guidance in this subject. She has implemented the government recommended schemes of work and is keen to further develop the good range of extra-curricular activities for the pupils. Resources for physical education are good and suitable for all the age ranges of pupils in the school. They are organised well and are readily accessible.

## **RELIGIOUS EDUCATION**

116. The last report noted that standards were above average and pupils' progress was satisfactory. The school has built upon this good report. The school has maintained the high standards with pupils whose attainment on entry was well below the Local

Education Authority averages. This means that their achievement is very good. There is a background to this subject of good leadership over a number of years by both the present and the last subject leader. The subject has a high profile in the curriculum. It is well resourced, which enlivens lessons. Equipment includes books, pictures and artefacts of very good quality. They include religious items from the range of world religions followed in the United Kingdom today. These include Christianity, Judaism, Islam and Hinduism. Funding for the subject is very well supplemented by generous, annual grants from a local trust. The school uses the Qualifications and Curriculum Authority (QCA) guidance very well; supplemented to meet the requirements of the locally agreed syllabus and the needs of the school. Effective and manageable assessment procedures enable the school to monitor pupils' performance and to track the achievement of individuals and groups. Often this is through assessing the pupils' performance against QCA learning outcomes. It gives the school a thorough record of all the pupils' achievements across the subject.

117. Because of this very good provision and the high quality teaching that they receive, the pupils learn rapidly and achievement is high. Behaviour is good because the teachers manage the pupils effectively. From a low baseline at the start of topics, the pupils reach above average standards. Pupils with special educational needs (SEN) achieve very well. When they are working individually or in groups, classroom assistants often work with them, explaining what they need to learn, encouraging them and sorting out misunderstandings. Pupils reach very high standards because the teachers have very high expectations of these pupils and challenge them through their excellent subject knowledge and expertise in the subject. Teachers handle subject matter confidently and present their subject imaginatively. This was seen in an excellent lesson on Christian symbols. By the end of the lesson, the pupils were familiar with less well-known Christian symbols like the Chi-Rho and the Alpha-and-Omega symbol as well as more common ones like the Palm Cross. Not only did the pupils learn about Christian symbols in this lesson, they discussed their symbolism, their biblical and Church historical backgrounds. This contributed well to the pupils' speech and language development. When they were talking about the 'Ichthus' (The Fish) symbol, they discussed why persecuted Christians in the Early Church would need secret signs. Baptismal and Paschal candles were used effectively in the lesson to show when symbols are used in Christian ceremonies. These Christian artefacts were handled respectfully. Next, the pupils are to visit the parish church with the support of the vicar, to conduct a 'Symbols Search' that will reinforce their learning. They are looking forward to this with great enthusiasm.
118. Key Stage 1 and Year 3 pupils have very good biblical knowledge that is appropriate for their age. When they were learning about Jesus' parables, Year 2 pupils talked about Jesus knowledgeably. They talked readily about his earthly life, that Jesus was Jewish, for example, and about his spiritual role, his miraculous life. Religious education (RE) like many other subjects at this school, is timetabled to be taught in blocks, at times on consecutive afternoons, until a topic is completed. This benefits the teaching of RE. When teaching the Year 2 pupils about parables, the teacher was able to build up their understanding of the nature of parables gradually, using day-to-day assessment effectively to gauge what needed revision, she was able to adjust the curriculum in the light of assessment outcomes. Once the pupils had grasped what Jesus' parables were about, she planned role-play that would help them to remember a parable well.
119. The pupils' books show an appropriate balance of work on the major world religions over the last three terms. The work is accurate and illustrates excellent subject knowledge by the teachers. A display in the school hall about how believers pray in

different faiths, teaches effectively what they have in common as well as how they differ. The subject makes a very significant contribution to the pupils' spiritual, social, moral and cultural development; this subject contributes well also multi-cultural development.