

# INSPECTION REPORT

**ABBOTS FARM COMMUNITY INFANTS  
SCHOOL**

Rugby

Warwickshire

Unique reference number: 125573

Headteacher: Christa Tennant

Reporting inspector: Dr Alister Fraser  
3607

Dates of inspection: 2 – 4 July 2001

Inspection number: 196524

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant School

School category: Community

Age range of pupils: 4 to 7

Gender of pupils: Mixed

School address: Abbots Way  
Rugby  
Warwickshire

Postcode: CV21 4AP

Telephone number: 01788 543093

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Appropriate authority: The Governing Body

Name of chair of governors: Gill Street

Date of previous inspection: 13 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Alister Fraser	Registered inspector	Mathematics Music Physical Education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further? Equal opportunities
Mrs Rosemary Last	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?
Mrs Marita Hopkinson	Team inspector	Science Information and Communication Technology Art and Design Design and Technology Under Fives	How good are the curricular and other opportunities offered to pupils?
Mr Brian McKeon	Team inspector	English Geography History Religious Education Special Educational Needs English as an Additional Language	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Abbots Farm Community Infants School is a mixed primary school educating pupils from four to seven years old. There are 178 pupils on roll attending full time, which is below average for this type of school.

The numbers of boys and girls attending are about equal. The attainment of pupils entering the reception classes is about the Warwickshire average. Attainment is higher in literacy than numeracy on entry. The school is located on the outskirts of the town of Rugby in a pleasant residential area. It draws its pupils from a wider area than the immediate vicinity resulting in a varied social mix with approximately half from priority housing areas. Eight (4.5 per cent) pupils are eligible for free school meals, which is broadly in line with the national average for a school of this size. There are nine (5.1 per cent) pupils from minority ethnic background and there are 13 (7.3 per cent) pupils for whom English is an additional language, which is higher than most schools. There are 31 (17.4 per cent) pupils on the register of special educational needs, which is below the national average and none with a statement of special educational needs. The school achieved Investors in People status in November 2000.

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

Abbots Farm Community Infants School provides for its pupils a satisfactory standard of education with some features that are good. The pupils achieve satisfactory standards in mathematics and English. The teaching is good and the school's leadership and management are sound. Pupils have good attitudes to learning. The school provides satisfactory value for money. The strengths of the school outweigh any weaknesses.

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

- Pupils are enthusiastic and enjoy coming to school. They have positive attitudes towards their work and take interest in what they are doing.
- The quality of pupils' relationships with each other and with their teachers and relationships at every level are very good.
- Personal, social and health education is well provided for.
- Pupils' social skills are well developed; teachers give much encouragement to this aspect of their development.
- The school places a high priority on providing pupils with a secure environment and a happy, orderly atmosphere.

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

- The progress and standards attained by the more able pupils
- Provision for teaching and learning in information and communication technology and the overall standards attained in the subject.
- Monitoring and evaluation of the school's performance and taking effective action

*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 January 1997 and since then has made satisfactory improvement. Its capacity for continued improvement is assured by the commitment of staff and governors. The action plan that resulted from the last inspection contained key issues for action that have been addressed with varying degrees of effectiveness.

Standards have improved. In English, speaking and listening are now good and in reading and writing are satisfactory. In mathematics, standards are now in line with the national average. In information and communication technology improvement has been limited; attainment is still below national expectations but there have been improvements in the hardware available. Teaching has improved; no unsatisfactory teaching was observed during the inspection and the majority was good. Planning is more effective and the pace of lessons is more brisk. There are now schemes of work available to support curriculum planning. Development and

implementation of procedures to monitor and evaluate the work of the school have been limited; some recent procedures are in place but these have yet to impact fully upon raising standards. Assessment is now more effective in the core subjects of English, mathematics and science but there is need for further improvement for most non-core subjects to include more formal recording of pupils' attainment against National Curriculum levels. The School Development Plan has improved but still needs to take a longer-term view.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	B	B	C
Writing	B	A	A	A
Mathematics	D	E	C	D

**Key**

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

The information shows that in 2000 standards were variable between subjects in relation to the national standards and those of similar schools. The standard of writing was well above the national average and that of similar schools; in reading it was above the national average but only average compared with similar schools; and in mathematics it was in line with the national average but below the average of similar schools. During the period 1998 to 2000, standards fell slightly in reading, and improved in writing and mathematics. In reading and writing they remained above the national average whilst in mathematics they moved from being below the national average to being in line with it. The school has set challenging targets for the coming years and is on line to meet them.

Standards of work seen during the inspection give an overall picture of average attainment. By the age of five years, children's achievement is good. Most pupils achieve the early learning goals with a substantial number exceeding them and they make good progress. Most pupils, throughout the school, are achieving as well as expected and make steady progress, including those pupils with English as an additional language. Pupils with special educational needs make good progress. However, the school has not met the targets it set itself in the last year. The progress made by gifted and talented pupils in Key Stage 1 is unsatisfactory and the standards they attain are not high enough. In information and communication technology, standards are unsatisfactory throughout the school. Standards in personal, social and health education are a strength of the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to come to school and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is good and sometimes very good in lessons and around the school.
Personal development and relationships	Relationships are very good and the personal development of the children is good.
Attendance	The school has a high level of attendance.





## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>
Lessons seen overall	Satisfactory	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.*

On balance, the quality of teaching is good. In the lessons observed, all the teaching was satisfactory or better, of which 65 per cent was good and five per cent was very good. None was unsatisfactory. The quality of teaching in English is good. Teachers show a good understanding of the Literacy Framework and the quality of planning is good. The overall quality of teaching in mathematics is good in Key Stage 1 and satisfactory in the Foundation Stage. The skills of numeracy are taught well with good compliance with the National Numeracy Strategy.

Teachers use a wide range of effective methods. Generally, teachers' expectations are appropriate and there is a satisfactory match between pupil's abilities and the tasks they are given. Some of the more able pupils, however, could be given more demanding work. The management of pupils is good, resulting in good behaviour. Lessons start promptly and are generally conducted at a brisk pace. Pupils participate well and are eager to learn.

There is a mismatch between the amount of good teaching seen during the inspection and the overall standards attained by pupils which are only average. An explanation for this lies in the amount of disrupted teaching that a large number of children have experienced over the last two years. The school has worked very hard to limit the effects but, faced with a series of supply teachers, the standards pupils have attained have been adversely affected.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and meets the statutory requirements of the National Curriculum including those of religious education, and reflects effectively the stated aims of the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The school is fully inclusive; all pupils have full access to all subjects of the National Curriculum and religious education. The quality of the support offered to these pupils is also good. Attainment and progress are systematically monitored.
Provision for pupils with English as an additional language	Pupils who have English as an additional language are well supported. They are fully integrated in all lessons and make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for personal development. For spiritual development it is satisfactory, for moral and cultural development it is good and it is very good for social development.
How well the school cares for its pupils	The school places a very high priority on promoting the care of all its pupils and this is a strength of the school. The school provides a happy, orderly atmosphere in which pupils can learn and develop.

There are good links with parents and an effective partnership. Parents are welcomed and visits to the school are actively encouraged. They are encouraged to become involved in their children's learning. Staff welcome parents to assist in the classroom, around the school and to accompany school trips.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership. The leadership role of the deputy head is under-developed. Curriculum co-ordination and the monitoring of the quality of teaching is unsystematic.
How well the governors fulfil their responsibilities	Governors are well informed and well organised. They are actively involved in all aspects of the school's work and they offer a satisfactory level of support.
The school's evaluation of its performance	Unsatisfactory. Procedures are in an early stage of development; they lack rigour and are not yet making an impact on standards and quality.
The strategic use of resources	Satisfactory. The school budgets systematically for all expenditure and is clear about the cost of its development. Decisions about spending reflect the school's priorities. The school gives careful consideration to all its spending options when purchasing resources.

The accommodation is good. The grounds have been particularly well developed by the school to enhance pupils' learning. Classroom space is sufficient to enable the curriculum to be taught effectively. Staffing and resources are adequate for the curriculum and range of pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like to come to school and work hard.</li> <li>• The children's behaviour is good.</li> <li>• The staff are easy to approach.</li> <li>• The quality of teaching is good.</li> <li>• The way their children are becoming more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• They were concerned about the amount of homework given.</li> <li>• Some parents wanted more information about their children's progress.</li> <li>• Some parents wanted a greater range of extra-curricular activities.</li> <li>• Parents wanted greater stability in staffing.</li> </ul>

The inspectors agree with the positive views of the parents. They also agree that although the school has worked hard to minimise the impact of the disruption of the teaching staff, their findings show that overall, targets have not been met and some of the more able children underachieve. The inspectors also found that the amount of homework was mostly appropriate, the information given to parents on their children's progress was satisfactory, as was the range of extra-curricular activities offered to children.

## **PART B: COMMENTARY**

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

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

1. By the age of five years, children's achievement is good overall. Most pupils achieve the early learning goals, a significant number exceed them, and they make good progress. In language and literacy, standards are good and children generally make good progress. In mathematics, attainment is satisfactory overall with most children making steady progress. Achievement in the areas of physical development and personal and social development is good and it is satisfactory in all other areas.
2. By the age of seven, in the latest reported assessments, standards were variable between subjects in relation to the national standards and those of similar schools. The standard of writing was well above the national average and that of similar schools; in reading it was above the national average but only average compared with similar schools; and in mathematics it was in line with the national average but below the average of similar schools. The percentage of pupils attaining the higher levels was below that expected and was in line with the national average only in writing.
3. The data show that during the period 1998 to 2000, standards fell slightly in reading, and they improved in writing and in mathematics. In reading and writing they remained above the national average, whilst in mathematics they moved from being below the national average to being in line with it.
4. Standards of work seen during the inspection give a picture of average attainment. The group of average attaining pupils are making steady progress and are achieving as well as expected. Pupils with English as an additional language are also making steady progress and achieving standards that meet expectations. Pupils with special educational needs make good progress. The progress made by gifted and talented pupils in Key Stage 1 is unsatisfactory and the standards they attain are not high enough. The school did not meet the targets it set for itself in the last year. However, challenging targets have been set for the coming years and the school is on line to meet them.
5. In English, standards are in line with national averages in reading, writing and speaking and listening. In mathematics also, standards are average. Throughout the school, pupils' skills in literacy and numeracy are used well in other areas of the curriculum. In information and communication technology, standards are unsatisfactory throughout the school. Attainment in religious education by the end of Key Stage 1 is in line with the expectations of the locally agreed syllabus.
6. Standards in personal, social and health education are good and represent a strength of the school. In all the other subjects, attainment is broadly in line with national expectations.

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

7. As in the previous report, pupils are very keen to come to school and show interest in their work. On arrival they settle down quickly to set tasks. Staff welcome parents and carers remaining in the classroom until registration, and this is conducive to good relationships. The pupils' positive attitudes towards work impacts favourably on their performance in lessons. Pupils, including the under fives, are eager to learn. For example, those seen in a games lesson in Key Stage 1 were keen to enhance their skills in throwing and bouncing balls, in spite of the oppressive heat. Only in the few instances where the pace of teaching slowed, did the pupils' interest decline. The atmosphere is welcoming and orderly; this helps to create a positive climate for learning throughout the school.
8. Relationships between pupils have become even better and are now very good. They are happy to support each other in their learning, for example in the Literacy Hour. There is amicable interaction between the different ethnic and racial groups in the school. Genuine respect for the beliefs and feelings of others is shown and there is a sense of concern for

each other. The quality of relationships between pupils and staff is very good, with many adults providing positive role models. The harmonious relationships help to create a climate where bullying does not flourish. During the inspection, no oppressive behaviour was seen. Pupils' behaviour remains good in all situations and is sometimes very good. A consistent high standard of behaviour is expected and pupils respond to this positively. Nearly all parents believe that the behaviour is good and the inspectors' findings support this view. Pupils are courteous towards staff, visitors and each other. They take care of their resources, such as library books, and the local environment. Pupils with special educational needs and those with English as an additional language also show positive attitudes towards school and their work.

9. The personal development of the children is good. Pupils are involved in taking responsibility for their own learning. For example, they are given opportunities to evaluate their own work and say how they could do better. Overall, there is a commitment to undertake their homework satisfactorily and they take advantage of the extra-curricular activities when they are offered. In the French club, for example, they enjoyed playing a game involving the days of the week. Opportunities are given to pupils to do specific jobs and they take pleasure in the responsibility, as in undertaking library duties. Their social skills are well developed and they are able to respond to unfamiliar adults in a friendly and open manner. The way in which pupils perform well in this area is influenced strongly by the encouragement given by their teachers. Educational visits provide further occasions for pupils to develop personally and socially. Parents believe the school is helping their children to become more mature and responsible and the inspectors' findings support this.
10. The level of attendance has risen to 95.1 per cent and it is now above the national average. Most pupils arrive punctually and lessons start promptly; this has a beneficial effect on their learning. There have been no exclusions since the last report.

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

11. On balance the quality of teaching is good. In the lessons observed, all the teaching was satisfactory or better, of which 65 per cent was good and five per cent was very good. None was unsatisfactory. Teaching was better at Key Stage 1, where more than four lessons in five were good, compared with the Foundation Stage in which it was mainly satisfactory, with just over one lesson in three being good. The teaching of pupils with special educational needs is good and it is satisfactory for pupils who have English as an additional language.
12. At the last inspection, teaching of pupils under five was judged to be consistently sound and sometimes good. In Key Stage 1, the quality of teaching varied between classes from very good to unsatisfactory, with some significant weaknesses. On this evidence, the quality of teaching throughout the school has improved since the last inspection with the greatest improvement being in Key Stage 1.
13. The quality of teaching in English is good. Teachers show a good understanding of the Literacy Framework and the quality of planning is good, with explicit learning objectives and opportunities for assessment clearly stated. Lessons are well prepared and most are conducted at a brisk pace. An appropriate range of teaching styles is used, with a good balance achieved between whole class and teacher directed group work. Teachers use questioning strategies effectively to elicit and assess pupils' knowledge and understanding. Generally, teachers' expectations are appropriate and there is a satisfactory match between pupil's abilities and the tasks they are given. Some of the more able pupils, however, could be extended further by the use of for example more open-ended activities, which would allow them scope to use initiative and to make decisions about their learning. Teachers use assessment and target setting to track and to monitor pupils' progress. Pupil management is good and praise and encouragement are used to good effect. Although there is some inconsistency in the quality of marking, teachers generally use supportive and constructive comments effectively to encourage pupils to reflect upon their work.
14. On balance, the quality of teaching in mathematics is good: no unsatisfactory teaching in the subject was observed. This represents an improvement since the last inspection when teaching was judged to be less than satisfactory. There is good compliance with the National Numeracy Strategy and the skills of numeracy are taught well. Teachers show sound

knowledge of the subject content of lessons and they have a positive approach to the subject. Lessons are planned well, with clear learning objectives identified and a good indication of how the teaching and learning is to be organised. They use a good range of teaching techniques, and strategies for teaching mental arithmetic are good. Some good examples were observed of questioning being used very well to make and reinforce teaching points and to probe pupils' understanding. The level of challenge presented to pupils is variable between the classes in its ability to meet the needs of the more able pupils. Teachers' expectations for this group of pupils are too low and frequently they are not given the extension activities that they need if they are to attain higher standards. Planning for and the use of information and communication technology in mathematics is limited.

15. In science, the quality of teaching observed was satisfactory with some good features. In the best lessons, pupils were challenged appropriately by the teacher's questions. A good balance of direct teaching was combined with opportunities for pupils to be actively involved. Demonstration was used well to support pupils' understanding. Children were encouraged to explain their thinking and were given good feedback in many instances. On occasions, there was insufficient focus on enquiry and opportunities for pupils to actively explore through questioning or through gathering evidence.
16. Teaching is judged to be good in geography and music, and satisfactory in art, physical education, design technology and information and communication technology. There is no judgement on the quality of teaching in history since insufficient evidence was available.
17. In the lessons where the quality of teaching is satisfactory, strengths outweigh weaknesses. Teachers plan their lessons well and there are clear learning objectives that are communicated to the children. Lessons start promptly and proceed at a reasonable pace. There is a good level of commitment on the part of teachers and pupils alike. Teachers have sound knowledge of the subject content of the lessons. They use a good range of effective methods but learning is very teacher-led with little opportunity for pupils to use their own initiative or to follow their own lines of enquiry. Challenge for the more able pupils is missing generally, and expectations of this group of pupils are too low. The deployment of learning support assistants is not always effective during the introduction and plenary sessions of lessons. The management of pupils is good resulting in good behaviour. Pupils participate well and are eager to learn.
18. In the best lessons there is a very good structure, with time allocations well planned to meet needs of particular groups, for example pupils with special needs. Lessons are very well planned with clear learning objectives that are communicated well to the pupils. Teachers have high expectations of pupil behaviour and standards. Questioning is used effectively to present challenge and is well-targeted on individuals to meet their learning needs. Assessment is used well to inform teaching. Teacher subject knowledge is good, leading to flexibility in the teaching to suit circumstances and needs as they arise. The quality of relationships is very good with teachers respecting and valuing pupils' ideas and responses.
19. There is a discrepancy between the amount of good teaching seen during the inspection and the overall standards, which are only average. An explanation for this lies in the amount of disrupted teaching that a large number of children have experienced over the last two years. The school has worked very hard to limit the effects but, faced with a series of supply teachers, the standards pupils have attained have been adversely affected.
20. Satisfactory use is made of homework. Pupils are encouraged to take books home to read with parents. In addition, some pupils take home spelling and, from time to time, other focused activities. Pupils in the reception class work with their parents on reading and telling the time.

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

21. The educational provision offered for pupils in the Foundation Stage and in Key Stage 1 is broad and balanced while giving particular emphasis to the development of literacy and numeracy skills. It meets the statutory requirements of the National Curriculum, including those of religious education, and reflects effectively the stated aims of the school.
22. Pupils are now taught in single age group classes; this helps staff to plan for progression and continuity in the curriculum. Schemes of work from the Qualifications and Curriculum Authority are in use for most subjects and this represents an improvement from the last inspection. These schemes are helping to ensure progression in the development of skills, knowledge and understanding. The school is in the process of adapting these schemes of work to meet their needs. There are appropriate, medium-term curricular plans, which are consistent in format and contribute to overall structure and coherence. Systems for recording pupil progress in core subjects are in use. Combined with targets, these are helping teachers to track individual pupils' progress. There are weaknesses in the assessment and recording of progress in the non-core subjects which the school has plans to address. There is variance in the impact of individual subject leaders. Some are providing positive support and guidance but most have a limited role in the direct monitoring of the standards of their subject throughout the school.
23. Literacy and numeracy strategies are being implemented well and this is having a positive effect on outcomes. There is equal access to the curriculum for all pupils but some weaknesses in planning and expectations of the more able has an adverse effect on their progress. Provision for information and communication technology is inconsistent and standards are unsatisfactory. The school is aware of this and it has a clear plan for its development.
24. Good provision is made for personal and social education although no formal policy is in place. All teachers plan for weekly opportunities and these are very effective in helping pupils understand responsibility, emotion and the consequence of their actions. Restricted opportunities for pupils to use initiative and become more involved in enquiry-based investigations limit their experiences in some subjects. Health education is linked to aspects of work in science and pupils have an awareness of their ability to make choices relating to their health.
25. Links with the community are promoted well and have a very positive impact on provision. The curriculum is enriched through the use of artists, musicians and through a variety of dramatic activities. A clear programme of visits and visitors to school offers a good range of experiences to pupils. There has been a particular emphasis on art and the work of artists; this has resulted in some fine examples of work. The school has developed good links with partner institutions, including the pre-school nursery where staff have worked together on continuity and progression across the Foundation Stage. This has involved joint work with an advisory teacher and visits to other provisions. Links with the junior school are good: Year 2 pupils visit weekly to use the information and communication technology suite. Students are welcomed in school and they make a good contribution in classes. Some parents help in classrooms and this has a beneficial effect on pupils' learning. Access to the Internet has been restricted by a range of technical difficulties so the opportunity to link electronically with other schools and the wider community is currently restricted.
26. A limited range of extra-curricular activities supports the curriculum. Such activities include drama, football and French Club; these give pupils the opportunity to develop their social skills and other interests. The quality of the curriculum is improved by the use of the school grounds and the local environment. These have a positive and beneficial effect on curricular experiences, particularly in science and design technology.
27. The good overall quality of provision for spiritual, moral, social and cultural development in the Foundation Stage and in Key Stage 1 has been maintained since the last inspection and it makes an effective contribution to the quality of education provided and has a positive effect on standards. Provision for spiritual development is satisfactory: this is an improvement on the previous inspection. Opportunities for pupils to gain insights into their own and others' beliefs and values are provided within daily collective worship and religious education lessons. Assemblies make an important contribution, and opportunities for

reflection are enhanced through use of a candle as a focal point. The daily act of collective worship enables pupils and teachers to pray, and to consider and reflect upon relationships; this is effective in enhancing the ethos of caring and mutual respect which is actively fostered by the school. However, opportunities to raise the profile of the spiritual development are not planned systematically into the curriculum.

28. Provision for moral development is good. A clear sense of values is promoted in classrooms and in assembly gatherings. All adults set a strong moral example and the very positive relationships in the school encourage good behaviour and self-discipline. Codes of conduct, which pupils know and understand, are displayed in classrooms. Staff give praise and rewards regularly and consistently. Strategies for managing pupils' behaviour are effective and pupils have a good sense of right and wrong. Midday supervisors work closely with other staff to ensure consistency over the lunch period. Each class has identified time to focus on personal and social issues. During the inspection, older pupils were observed in a role-play which focused on inclusion and linked well to their preparation for the imminent change of school. The youngest pupils discussed feelings and how they would treat an upset child. Later in the day they were able to talk to the teacher about how they responded in their own play. Both of these made a clear impact on pupils' thinking and behaviour.
29. Provision for social development is very good. Teachers plan opportunities for pupils to work collaboratively in lessons. During the inspection examples of effective co-operation were seen in many subjects but notably in science, art and design technology. There is an explicit understanding that all pupils have a responsibility to care for each other, the school, its resources and grounds. Pupils are given good opportunities at break times. They borrow equipment such as balls and ropes, are expected to organise themselves purposefully and return things properly. The system for accessing the 'steamboat' is communicated sensibly by older pupils who also take responsibility for tasks in the hall. There are fewer opportunities for pupils to show initiative in leading enquiries and investigations in classroom work and this would greatly strengthen current provision.
30. Provision for pupils' cultural development is good. the school has a tradition of working with artists and this has continued to feature in their work. The youngest pupils have had an opportunity to work with a local artist in the style of an Italian artist Reggio Emilia. Year 1 pupils produced weaving in the style of Andy Goldsworthy. Older pupils have been involved with aspects of the grounds project and more recently in the building of a steamboat, which a television company has filmed on site. The parents and friends association funded library murals, which involved a company of artists working with pupils. Annual events organised in conjunction with a teacher from the Inter-Cultural Support Service provide a multicultural experience for pupils. The teacher works across the school on a weekly basis supporting teachers and pupils and this makes a good contribution to their development. Festivals such as Hanukkah and Diwali are discussed and form the basis of regular classroom work.

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

31. The school continues to give a very high priority to promoting the care of all its pupils and this is a strength of the school. It takes very effective steps to provide them with a secure environment in which they are happy and can learn. All staff are well aware of child protection issues and there is a person with designated responsibility for child protection. They have been suitably trained and briefed and they implement the policy effectively when necessary. There are very good procedures for promoting the health and safety of pupils, staff and visitors which are carefully implemented by all staff. For example, risk assessments are consistently undertaken and the results acted upon. The governing body is actively involved in reviewing safety and security on a regular basis and considering ways of ensuring that the environment is safe. Pupils with special educational needs are appropriately identified using baseline and other information, and good provision is made to meet their needs. A variety of arrangements, including in-class support and withdrawal, ensure appropriate match of support. All pupils are competently supervised at work and at play. The school provides a happy, orderly atmosphere in which children can learn and develop.



32. Since the last inspection, teachers' knowledge of what pupils understand and can do has improved and is now sound. However the monitoring and tracking of pupils' progress in the non-core subjects is still unsatisfactory. Teachers check on pupils' progress through observations, questioning and tests and, on occasions, support staff and adult helpers feedback to teachers on group work. More achievable targets are now being set for individual pupils. Assessments are being used more effectively to inform planning and to ensure pupils progress to the next stage of learning, although this is still not being done consistently. What is currently missing is a coherent strategy which identifies the pupils who are capable of doing better in every class. A new assessment policy has been developed recently. This is appropriate and is beginning to ensure a coherent approach across the school. Good procedures are in place for the thorough monitoring and recording of the performance of any child with special educational needs. Parents and carers are involved appropriately.
33. Effective measures are in place for promoting good attendance. The school continues to remind parents of the negative impact on their children's learning of holidays taken in term time and pupils, parents and carers are frequently reminded of the importance of regular attendance. The system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. Attendance and punctuality are monitored carefully and appropriate measures are taken to restrict unauthorised absence and unpunctuality. The good level of attendance and prompt starts to lessons have a positive effect on pupils' learning.
34. Procedures for monitoring behaviour are also good. Ways of promoting good behaviour are very effective, with teaching and non-teaching staff working together, ensuring a consistent approach in dealing with any inappropriate behaviour. This helps to provide an encouraging climate which is having a definite impact on learning. Pupils have a clear understanding of the school's expectations of good behaviour and understand the systems of rewards and sanctions. Anti-bullying strategies work well in practice and no bullying or racist behaviour was observed during the inspection. However, as yet the school has not written down its positive policy on race equality. A concern about bullying was mentioned by a very few parents, but the inspectors found procedures effective in combating this. Overwhelmingly, parents are pleased by the good behaviour; inspectors' findings endorse their perception.
35. The school provides valuable support and guidance, which is helping pupils to make responsible choices. There is little formal monitoring of pupils' personal development, but established staff know the pupils well. Those pupils experiencing personal problems are given a high level of pastoral care by the class teachers and the headteacher. Parents are appreciative of support given by the school and are well-satisfied with the help their children receive, particularly on entering school. The school has very good links with the playgroup, which meets in the school, and children settle down very quickly when they enter Reception Year. Assemblies celebrate achievement and give pupils opportunities to share their successes in all aspects of school life. This encourages them to do more and boosts their confidence and their self-esteem. Effective levels of support and guidance are offered to pupils with special educational needs and to those with English as an additional language to ensure their needs are met in full. The general ethos of the school helps to develop pupils' sense of responsibility and citizenship. Almost all parents believe their children are becoming more mature and responsible and the inspection results confirm this.

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

36. The school has continued to develop effective links with parents and they are now good. Almost 100 per cent of parents have signed the home-school agreement signifying their support for the school. Parents are welcomed and visits to the school are actively encouraged. The head teacher continues to have an 'open door' policy and is willing to see parents whenever possible. The vast majority of parents believe that all members of staff in the school are easily approachable and this positive climate contributes to pupils' learning, both at home and school. The school is seen as a happy place where their children enjoy learning; the inspectors support this view. Although home visits have been difficult to arrange with staff changes, the school has made appropriate provision for the induction of new pupils. Relationships with the pre-school group are strong and make a good contribution to the successful integration of pupils.

37. On balance, the quality of information to parents is sound. They are kept well informed about their children's progress. Often, 100 per cent of parents attend the formal consultation meetings with class teachers. These include the spring term meeting when their children's targets, particularly for literacy and numeracy, are discussed. These meetings, together with detailed reports, give parents a clear picture of their children's progress relating mainly to academic development, but they do not outline the next steps for learning for all subjects. Parents are happy that children contribute to their reports and these informative written reports now comply with legal requirements. Staff are willing to see parents at the beginning and end of the school day for brief meetings and are available for longer meetings at mutually agreed times. Meetings to give parents a deeper understanding of the curriculum, such as an introduction to the National Numeracy Strategy, are welcomed, although sometimes attendance is low. Most parents are pleased with the progress of their children and the way they are told about it.
38. In the previous inspection report, the prospectus and the governors' annual report to parents did not comply with legal requirements; however, the helpful and informative planned versions do conform. Newsletters and other letters give useful general information such as term dates, details of school events and staff changes.
39. Some parents, especially those of pupils in Year 2, believe their children's progress has been adversely affected by the disruption of the teaching staff. The school has worked hard to minimise the impact on the children's learning, but the inspectors recognise that not all targets have been met and there is evidence of underachievement by the more able children. Owing to this disruption with staffing, the programme of extra-curricular activities has been curtailed, a point which was raised by several parents. However, the inspectors found that the provision of extra-curricular activities is satisfactory.
40. All parents are encouraged to become involved in their children's learning. This has a beneficial impact on their children's progress. Homework is set throughout the school and is well supported by most parents. However, a small number of them are not sure how best to support their children's learning. The school has taken steps to address this by providing meetings and courses on, for example, supporting children's reading. These have helped parents to work together with their children. The amount of homework was identified by a few parents as an area of concern. The inspectors' view is that the amount of homework set is generally appropriate throughout the school. Parents of pupils with special educational needs encourage their children to complete homework tasks. They are keen to be involved in the review of their children's individual education plans. Recently, they were asked to respond to a survey by the governor with responsibility for special educational needs to see how communication could be improved. Friday afternoon assemblies continue to celebrate achievement and share children's work, and all parents are welcome to attend. This impacts favourably on home-school relations.
41. Parents are positively encouraged to help in school. The staff welcome parents, who assist in the classroom, around the school and accompany school trips. This involvement is having a positive impact on standards and pupils' learning. The Friends of the School continue to organise a wide variety of successful social and fund-raising events. The money raised goes towards providing extra resources, such as the central library, and enhancing facilities, like the grounds, to benefit the pupils' education.
42. On balance, parents are happy with what the school offers and with their children's progress. Parents believe that the school provides a safe and caring environment in which their children can develop and make progress and the inspectors' findings fully support this view.

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

43. The headteacher provides sound leadership and she successfully promotes a very caring and purposeful ethos within the school. She works well in partnership with the deputy with whom she meets regularly to share ideas and to discuss management strategies. The deputy head's leadership role, however, is currently underdeveloped. The long-term absence of two teachers has caused disruption to the school. The headteacher has spent a considerable amount of time trying to resolve the difficulties caused by this situation.

44. The combination of staff experience and expertise successfully meets the demands of the curriculum. They are dedicated and conscientious, and they work effectively as a team, supporting and encouraging each other. All of the staff have clear, written descriptions of what is expected of them and these are reviewed annually.
45. Although curriculum co-ordinators have a reasonable oversight of their subjects, they have a limited knowledge of standards of attainment and of the quality of teaching and learning across the school. They provide a satisfactory level of advice, support and guidance for their colleagues and they are aware of funding arrangements for their subjects but they do not manage budgets. In the core subjects, co-ordinators make effective use of data to help them to identify priorities for improvement. Other subject co-ordinators, however, make only limited use of performance information in the evaluation of standards. The headteacher allocates time for them to carry out their management roles but there is no clear guidance about how this time should be used. At present, the contribution made by co-ordinators to school improvement is unsatisfactory.
46. There are some procedures in place for school self-evaluation but they are at an early stage of development. The headteacher monitors teaching and learning and, although some of the staff are involved in monitoring planning, work sampling and agreement trialing, this is on an ad-hoc basis. There have been a few lesson observations by some of the co-ordinators but these classroom visits have not been organised in a systematic way. Information gained from monitoring activities is not yet being used effectively to identify priorities for improvement. The school's self-evaluation procedures are currently unsatisfactory. They lack rigour and they are not making an impact on standards and quality.
47. Governors are well informed and well organised. They are actively involved in all aspects of the school's work and they offer a satisfactory level of support. Roles and responsibilities have been defined, terms of reference agreed and there are regular meetings of key committees. The governors are involved in the school development planning process and they have a sound understanding of the school's strengths and weaknesses. The governing body fulfils its statutory responsibilities satisfactorily.
48. The recently revised school development plan provides detailed information about the school's priorities for the current year. It has a clear focus on improving pupils' achievements and the priorities identified by the school are appropriate. The plan extends over two years and as such, provides only a limited strategic guide for the work of the school.
49. The aims and values of the school are expressed through its documentation and are implemented in the daily work of the school. There is a shared commitment to improvement and the promotion of educational inclusion. Relationships in the school are very good. Day-to-day management is satisfactory and the headteacher and staff work conscientiously to ensure the smooth running of the school. Communication within the school is effective and parents are regularly informed about pupils' progress, events and activities. The school's arrangements for pupils with special educational needs are managed well and statutory responsibilities are met.
50. The school works hard to meet the continuing professional development needs of its staff and records are kept of courses attended. The performance management process has been successfully introduced and all of the teaching staff have had their performance reviewed. Support staff have not yet been included in the process.
51. The accommodation is good. The grounds have been particularly well developed by the school to enhance pupils' learning. Classroom space is sufficient to enable the curriculum to be taught effectively. Resources in all subjects are adequate for the curriculum and the age and ability of pupils except in information and communication technology where they are insufficient.
52. The school budgets systematically for all expenditure and is clear about the cost of its development. Decisions about spending reflect the school's priorities in the school development plan. Specific grants are used effectively for their designated purposes. The school bursar is conscientious and effective. She manages the budget well and closely

monitors spending. The school's systems for financial control are sound, with all of the requirements clearly in place. The school gives careful consideration to all its spending options when purchasing resources. The most recent audit report found no major weaknesses. All of the minor recommendations in the previous report have been effectively addressed. The school is making satisfactory use of new technologies such as optical mark readers, electronic mail and Internet applications.

53. The school has effectively addressed many of the weaknesses identified in the previous inspection report. The school development planning format has been improved and there are now procedures for evaluating cost effectiveness. The governing body is now fulfilling its legal responsibilities and some curriculum documentation has been revised. Although the monitoring role of co-ordinators has improved, further development is still needed.
54. The headteacher, staff and governors are fully committed to the school's continued success, so the school is well placed for continued improvements in the future.

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

In order to take the school forward and to raise standards further, the staff and governors should:

1. Raise the challenge presented to and the standards attained by the more able pupils by:
  - raising teacher expectations of what the more able pupils can achieve;
  - providing more opportunities to pupils for investigative, enquiry-based activities; and
  - providing more opportunities for pupils to use their initiative.  
(paras: 2, 4, 13, 14, 15, 17, 24, 65, 69, 79, 83, 85)
2. Improve teaching and learning in information and communication technology by:
  - increasing the ratio of computers to pupils;
  - identifying and planning for the contribution that information and communication technology can make to teaching and learning in the core subjects; and
  - monitoring curriculum planning and outcomes to ensure appropriate coverage of all strands of the compulsory curriculum.  
(paras: 5, 23, 65, 80, 90, 130, 131, 134, 136)
3. Improve school self evaluation by:
  - developing and extending the leadership role of subject co-ordinators
  - carrying out more rigorous and systematic monitoring, evaluation and development of teaching; and
  - improving assessment and tracking of pupils' progress in the non-core subjects  
(paras: 32, 45, 68, 99, 107, 120, 126, 128, 134, 136, 142, 150, 155)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	64	31	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	178
Number of full-time pupils eligible for free school meals	8
<b>Special educational needs</b>	YR– Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	31
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	9
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	31	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	29	28
	Girls	29	30	30
	Total	58	59	58
Percentage of pupils at NC level 2 or above	School	97 (93)	98 (93)	97 (83)
	National	83 (82)	84 ( 83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	28	28
	Girls	30	30	27
	Total	59	58	55
Percentage of pupils at NC level 2 or above	School	98 (95)	97 (92)	92 (90)
	National	84 (82)	88 (86)	88 (87)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	7
Indian	8
Pakistani	1
Bangladeshi	0
Chinese	1
White	158
Any other minority ethnic group	1

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.3
Average class size	29.7

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

Total number of education support staff	7
Total aggregate hours worked per week	140

### ***Financial information***

Financial year	2000
	£
Total income	307871
Total expenditure	319581
Expenditure per pupil	1756
Balance brought forward from previous year	19798
Balance carried forward to next year	8088

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

### **Questionnaire return rate**

Number of questionnaires sent out

178

Number of questionnaires returned

64

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	0	0	3
My child is making good progress in school.	38	53	5	0	5
Behaviour in the school is good.	38	56	3	0	3
My child gets the right amount of work to do at home.	16	55	19	5	5
The teaching is good.	28	59	8	0	5
I am kept well informed about how my child is getting on.	33	47	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	52	39	5	3	2
The school expects my child to work hard and achieve his or her best.	50	38	8	0	5
The school works closely with parents.	31	48	11	6	3
The school is well led and managed.	48	34	5	8	5
The school is helping my child become mature and responsible.	39	50	5	0	6
The school provides an interesting range of activities outside lessons.	27	55	17	2	0



## **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**

55. There is a coherent management structure. The school provides a broad and balanced curriculum in the Foundation Stage encompassing personal, social and emotional development, language and literacy, mathematical, physical and creative development, and knowledge and understanding of the world.
56. A strong ethos of caring and support for individual pupils permeates the work of the staff. The environment is attractive, classrooms are well organised and resources are easily accessible.
57. There is a coherent management structure with an experienced member of staff responsible for the work of the team. She has a clear view on the developments required to further enhance provision and is working closely with the head and linked governor to secure these. Although home visits have been difficult to arrange with staff changes, the school has made appropriate provision for the induction of new pupils. Relationships with the pre-school group are strong and make a good contribution to the successful integration of pupils. Children in the reception classes are admitted into school once a year, in September. At the time of the inspection, many of the children had reached their fifth birthday.
58. Staff in the reception classes work in partnership to provide a good learning environment. They support the children with sensitivity to their needs. Children enjoy school and display very positive attitudes to learning. They form good relationships with the staff and work well in groups and independently. The good standard of behaviour contributes directly to the quality of learning. Children persevere at tasks and ask for help when required. They listen well, frequently showing high levels of concentration.
59. Attainment on entry is average. This is reflected in the school's baseline assessments made shortly after entry. Standards are satisfactory overall. Most pupils achieve the early learning goals and a substantial number exceed them. They make steady progress. Pupils with English as an additional language make satisfactory progress. Children with special needs are well supported, are eager to learn and make steady progress. The school is successfully integrating a pupil with special educational needs and has shown sensitivity to need in the flexible pattern of attendance.
60. All the teaching observed during the inspection was at least satisfactory with 40 per cent that was good. In the best lessons, questioning skills are effective in eliciting information and extending pupils' thinking. Learning objectives are clearly communicated to pupils and they can articulate clearly what is expected of them. Teachers manage pupils' behaviour well; this ensures that planned learning is secured. Where teaching was less effective it was linked to an inappropriate match of tasks to pupils' abilities, and insufficient involvement of non-teaching staff. On occasions, some of the older and more able pupils are not always appropriately challenged in their tasks and their learning is restricted as a result.
61. In personal, social and emotional development, good provision is made and this is a strength of the Foundation Stage. The quality of teaching is good. Opportunities are clearly identified in planning and these are used to discuss feelings and emotions. This is effective in helping pupils to understand how to behave. They know right from wrong and treat each other with respect. They show sensitivity to the needs of others and take turns in games and activities. Adults and pupils have good relationships. Children concentrate well, sustain attention and sit quietly when appropriate. They show a good degree of independence in their selection and use of resources.
62. In language and literacy, standards are good and children generally make good progress. By the age of five, most children can understand the function of print, recognise their name and simple rhyming words. They speak confidently in large and small groups and talk willingly about their experiences. Many can retell familiar stories. They listen well to others. Most children recognise their letters, know initial and final sounds and they can write their own names. Some understand the use of full stops, capital letters and question marks in

sentences. They can write simple questions in letters to a friend and respond to these in writing. Role play supports this work. During the inspection the pupils confidently used the 'post office' to send, sort and deliver other pupils' letters. Children enjoy sharing books and have opportunities to do so during the course of the day. Parents support children in their reading by sharing books and reading to children at home. The quality of teaching in this area of learning is good; teachers have good knowledge of the subject content, plan lessons well and use a broad range of teaching methods.

63. In mathematics, attainment is satisfactory and most children make sound progress. By the age of five many children are able to count reliably to ten and recognise the related numerals. Some children can count beyond this. They can work out 'one more' and 'one less' and apply this knowledge when playing simple games. They recognise and can name simple 2D and 3D shapes. They recognise 1p and 2p coins and use role play to practise shopping, using appropriate vocabulary. Some know the time to o' clock. They can sort according to simple criteria and make patterns in colour and number. A few parents are involved in supporting children in the classroom. Where this was observed it was effective and helped pupils to access and play a mathematical game. Feedback to the teacher was provided on a written sheet. This was useful because it provided information for future planning. The quality of teaching is satisfactory. Teachers' knowledge of the subject content of lessons is good, the use of time, support staff and resources is satisfactory.
64. Children are developing their knowledge and understanding of the world and they make satisfactory progress. Teaching quality is good, particularly in science. Teachers plan learning opportunities relevant to children's experiences and make use of the opportunities to develop pupils' language.
65. Children have access to and are able to select from a range of materials and equipment. They use appropriate skills to join, and apply these well in focused tasks. They explore similarities and differences and can talk about these in relation to animals and humans. They recognise simple patterns and can talk about changes when making a milk shake. They are familiar with their journey to school and have contributed to a large plan of the school. Teaching in this area of learning is satisfactory. Opportunities for investigation and encouragement for pupils posing and answering questions are developed less well. Pupils use tape recorders to listen to familiar stories, and a programmable toy to investigate control. However, children's experiences with technological equipment are limited; some pupils' keyboard skills are not developed well enough because opportunities for computer access are restricted.
66. In physical development, children attain good skills and make good progress. This is an improvement from the last inspection. Children move with confidence and show stamina and agility. They follow instructions well and show a high level of independence in dressing and undressing. They learn to work co-operatively; this is evident when they engage in activities which promote ball skills. They can bounce and catch large balls, and are beginning to gain control when striking them. They travel over and under equipment, and most are able to move in rhythm. They show awareness of hazards and work safely to known routines and practices. The quality of teaching in this area of learning is good. Teachers plan their lessons well and there is a clear focus on learning objectives. Pupils are well managed. Children have access to the large hall, and they have their own playground with a grassed area which is in the process of being developed. In the classroom they use materials safely and with control.
67. Opportunities for children's creative development have been a clear focus for improvement by staff. This has resulted in enhanced outcomes. The quality of teaching is sound. Pupils draw and paint simple pictures and mix colours to explore shades. The recent involvement with an artist in school has enabled children to produce some fine work using a range of media. Opportunities for drama and role play are integrated with planned themes. Children were observed acting out the story of 'Red Riding Hood' to music, showing imagination in their responses. They can clap simple rhythms and beats at different speeds and make links between moods and tempo. There are insufficient opportunities for children to sing.
68. Staff have developed strong links with the pre-school group and they are working closely on developing a pupil profile. Outcomes from the baseline assessments are now shared. Medium-term planning systems have improved and clearly reflect early learning goals.

There is a need, however, to refine the short-term planning to include clear objectives for group activities and so ensure that the pitch of these is suitably challenging for all children. Whilst there are systems of assessment in place it is difficult to track children's progress once they have achieved the early learning goals.

## ENGLISH

69. In the most recent national tests, standards achieved in reading and writing, at the end of Key Stage 1, are above the national average. In reading, results have fallen over the last three years in the proportion of pupils achieving Level 2, but they have remained above the national average. The proportion of pupils reaching the higher levels has, however, remained below average. In writing, results show overall improvement at Level 2, but not at the higher levels. There is no significant difference in the performance of boys and girls. Compared with the results of similar schools, standards in reading are broadly in line with the average for those schools. In writing, standards are above average.
70. Inspection evidence indicates that standards of attainment are not as high as those achieved in the national tests. Overall, standards are broadly in line with national averages in reading, writing, speaking and listening. Pupils with special educational needs are given a good level of support in English and they are progressing well towards the specific targets in their individual education plans. Pupils with English as an additional language are also supported well and they make sound progress. There is no substantial difference between the attainment of boys and girls.
71. By the age of seven, pupils are able to express their views clearly and confidently in a variety of contexts. In whole class discussions, they respond well to teachers' questions and offer ideas readily. Pupils can also raise questions that are relevant to the topic being discussed and they do so confidently. They participate fully in plenary sessions and are able to describe their tasks and results well. Across the school, the level of pupils' active involvement in whole class and plenary sessions is good. Pupils listen attentively and courteously to each other and to the adults in the school. In assemblies, this ability to listen helps to promote a sense of community, with everyone focused and absorbed in the discussion or story. The increased use of drama in lessons has had a positive impact on the development of pupils' confidence in speaking aloud.
72. Pupils in Year 2 read to a satisfactory standard. Many can use phonic and contextual strategies to decode and understand unfamiliar words. They can articulate preferences in their reading and they can comment on character and the major events in a story. When reading aloud, they have due regard to punctuation and some pupils can add emphasis by using an appropriate tone of voice. Many pupils can predict appropriately and sensibly what might happen next in a story and they know a reasonable range of authors.
73. In Year 1, most pupils read well and, on some occasions, they are beginning to use expression. Many pupils can decode a reasonable range of words and they make satisfactory use of phonics and picture cues to help prediction. There is a growing awareness amongst pupils that information can be found in a variety of sources. Some of the more able pupils are aware that use of the contents page or index is helpful when seeking information. This was evident in a lesson in which pupils had to find information about tigers. Throughout the school, pupils show a real enthusiasm for books of all kinds and they read for information and enjoyment.
74. Pupils are given opportunities to write in response to a variety of stimuli, including stories, poems, and personal experiences. By the end of Key Stage 1, pupils can write in a range of forms including messages, instructions, stories and poems. A lesson in Year 2 about 'riddles' produced much enjoyment and some good attempts at writing within a set framework. Although much of the work produced by pupils is competent, it is neither exciting nor imaginative. Many of the stories written in a Year 2 lesson, for example, began with, 'one day' or a similar phrase.
75. Most monosyllabic words are spelt correctly and pupils make satisfactory use of wordbooks and dictionaries to locate spellings. Many pupils can make a good attempt to spell words

that begin with silent letters such as, 'know' and 'wrap'. Inaccuracies in the spelling of more complex words are usually good phonetic guesses such as, 'becos'

76. Standards of handwriting are satisfactory as is the use of basic punctuation. In Reception, pupils are beginning to show an awareness of how capital letters and full stops are used. Across the school pupils generally write in a legible style with letters that are correctly formed and orientated. Some of the older pupils are fluent in the use of a joined script. There are inconsistencies, however, in teachers' expectations about standards of handwriting and presentation.
77. The quality of learning is good. Pupils understand what they are doing and are able to explain the learning objectives for their tasks. They have positive attitudes about all aspects of English and they show a real interest, enjoyment and enthusiasm for their work. Their behaviour is good and they show a good degree of independence in group activities. They collaborate well by supporting each other and offering their views considerately.
78. The National Literacy Strategy has been implemented well and it is making a positive impact on standards. Literacy is promoted effectively through work in other subjects, such as geography, history and religious education, in which pupils are encouraged to write factually, descriptively or from other points of view. Many opportunities are provided for pupils to develop their speaking and listening skills across the curriculum; drama is used well to develop pupils' self-esteem and confidence.
79. The quality of teaching is good. Teachers show a good understanding of the Literacy Framework and the quality of planning is good, with explicit learning objectives and opportunities for assessment clearly stated. Lessons are prepared well and most are conducted at a brisk pace. An appropriate range of teaching styles is used with a good balance achieved between whole class and teacher directed group work. Teachers use questioning strategies effectively to elicit and assess pupils' knowledge and understanding. Pupils are given sufficient time to marshal their thoughts and to respond. Generally, teachers' expectations are appropriate: there is a satisfactory match between pupil's abilities and the tasks they are given. Some of the more able pupils, however, could be extended further by the use of, for example, more open-ended activities which would allow them scope to use initiative and to make decisions about their learning. Although learning support assistants offer good support to pupils during group work, they are not always deployed efficiently during the introductions to lessons and during the plenary sessions. Teachers' use of assessment and target setting, to track and to monitor pupils' progress, is good. Pupil management is good and praise and encouragement are used to good effect. Although there is some inconsistency in the quality of marking, teachers generally use supportive and constructive comments effectively to encourage pupils to reflect upon their work.
80. The school is adequately resourced with a broad range of books, both fiction and non-fiction. The 'new' library area is used well. Teachers make satisfactory use of tape recorders and computers but there is insufficient use of information and communication technology to promote pupils' skills in the use of English
81. The co-ordinator has a good understanding of the responsibilities of the role and she uses her experience and expertise well, to give advice and support to colleagues. She has begun to monitor standards and the quality of teaching but procedures are not yet systematic or rigorous. Leadership and management in the subject are satisfactory.
82. Since the most recent inspection, the school has successfully raised standards in the subject and developed, more effectively, pupils' speaking and listening skills.

## **MATHEMATICS**

83. The latest reported test results showed that standards at the end of Key Stage 1 were broadly in line with the national average and below the average for similar schools. The inspection confirms this picture of average attainment. Pupils with special educational needs and those with English as an additional language make steady progress. Standards have improved since the previous inspection when they were judged to be below national expectations. Test results since 1997 have been consistently below the national average

until significant improvement in 2000 brought the school close to the national average. Early indications are that this year's test results confirm this picture of overall improvement in standards. However, whilst there has been an improvement in the proportion of pupils attaining Level 2, this has not been the case for pupils attaining higher levels. There is no substantial difference between the attainment of boys and girls. Standards of presentation are inconsistent throughout the school; some pupils in some classes produce work of a good standard whilst others do not give the same level of care.

84. At Key Stage 1, teachers build upon the range of mathematical experiences provided for children under the age of five. Most children are developing reasonably effective number skills. Across the key stage, the work is appropriately based on practical experience using everyday objects and appropriate mathematical equipment. Close adherence to the National Numeracy Strategy ensures that good attention is given to the development of numeracy skills.
85. By the end of the key stage, most children have developed satisfactory number skills. They can perform simple calculations with reasonable accuracy such as halving and doubling numbers, and adding and subtracting money values up to one pound. When asked, pupils can explain their methods using appropriate mathematical vocabulary. They can read, write and order numbers and most have memorised addition and subtraction of number pairs up to ten. Opportunities for pupils to apply their acquired skills to problem solving and investigative activities are too few. By the end of Year 2, pupils standards in shape, space and measures is sound. They are able to sort and classify common shapes and know their names and properties. They can carry out simple measurements of length and weight. Their attainment in handling data is also sound. They know how to record results and to display data in a number of different ways using simple graphs and diagrams.
86. Pupils have positive attitudes to mathematics. They work with enthusiasm and interest and are able to sustain their concentration for good periods of time without the need for constant recourse to their teachers. They work well independently, show good collaboration in small groups and are co-operative in whole-class sessions. They play a full part in mental maths sessions when they participate eagerly and work hard to do well. They make willing responses to questions and are keen to explain their working methods when invited to do so. The good quality of pupils' learning is having a positive impact on the standards achieved. The majority of children, including those with special educational needs, make satisfactory progress across the ability range.
87. The rise in standards can be explained by improvement in the quality of teaching. In the previous inspection it was judged to be less than satisfactory; during this inspection, no unsatisfactory teaching in mathematics was observed and the quality is good. There is good compliance with the National Numeracy Strategy.
88. Teachers show good knowledge of the subject content of lessons and they have a positive approach to the subject. They use a broad range of strategies and techniques and the pace is generally appropriately brisk. Some good examples were observed of questioning being used very well to make and reinforce teaching points and to probe pupils' understanding. For example, a Year 2 class was learning how to half and double; the teacher's quick-fire questioning and her building on pupils' responses, negative and positive alike, led to a lesson that was well-matched to the stage of development of the pupils.
89. Lessons are planned well with very clear learning objectives which are explained to the pupils at the start of the lessons. The level of challenge presented to pupils is variable between the classes in its ability to meet the needs of the more able pupils. Teachers' expectations for this group of pupils are too low; frequently, they are not given the extension activities that they need if they are to attain higher standards.
90. Resources make a positive impact on standards and quality; they are well organised, sufficient and used effectively to support teaching and learning. Although some use of information and communication technology was seen during the course of the inspection, there is little evidence to show that it is used pervasively and consistently as an integral part of teaching and learning in mathematics.

91. Appropriate time is allocated to teaching and learning and the statutory requirements for the subject are fully met. The mathematics co-ordinator is comparatively new to the post and is giving a very positive lead in the quest to raise standards. The subject has suffered from inconsistent and disrupted co-ordination in the past, which goes some way to explain the previous low standards. The good quality of leadership and management in the subject is helping to raise standards. Monitoring and evaluation of the subject are sound and good work is being done to further improve the school's approach to this aspect of its work. The co-ordinator is committed to raising standards in the subject and is performing an increasingly effective role.
92. Mathematics is taught mainly as a separate subject but is used well to support learning in other subjects. There are some interesting displays of pupils' work around the school and in classes, which have been carefully executed and these send positive messages to the children about the value placed upon their work. Classrooms support pupils' in developing independence in their learning through having easily accessible resources along with other learning aids such as number lines and squares.

## **SCIENCE**

93. National Curriculum teacher assessments for Key Stage 1 in 2000 indicate that standards in science were close to the national average. They were average when compared with similar schools. The number of pupils achieving Level 3 was above the national average.
94. Evidence from the inspection confirms a similar picture. Standards are average. There is some variability in the performance of more able pupils across the attainment targets but on balance they achieve good standards. There is no substantial difference between the attainment of boys and girls. Most pupils make sound progress across the school.
95. The study of life processes and living things is a strength of the work of the school. Improvements to the teaching of scientific enquiry have been successful and pupils have a clear structure to writing and recording investigations. There are not enough opportunities for them to use their own ideas for pupil-led enquiry and some aspects of materials and physical processes are not well represented in work seen.
96. Pupils learn about materials and changes, sound and pitch, plants, and human growth. They learn about changes to the body after exercise and the need for a healthy diet. They learn about the life cycle of a seed and its pattern of growth. In Year 2, work on mini-beasts is linked to ICT and mathematics and pupils produce simple tally charts and graphs. Pupils were observed using a branching database to help classify mini-beasts and they could describe similarities and differences.
97. The quality of teaching observed was satisfactory with some good features. In the best lessons, pupils were challenged appropriately by the teacher's questions. A good balance of direct teaching was combined with opportunities for pupils' active involvement. Demonstration was used well to support pupils' understanding. Children were encouraged to explain their thinking and were given good feedback in many instances. On occasions, there was insufficient focus on enquiry and opportunities for pupils to actively explore through questioning or through gathering evidence.
98. Relationships in class are good and pupils of all ages have very positive attitudes to their work. They are keen to discuss ideas and contribute well in lessons. They respond well to questioning. Pupils with special educational needs are well supported in some classes by an additional teacher or classroom assistant who discusses and supports tasks. Behaviour is managed well. Pupils work safely with due regard to safety issues. Pupils' work is marked positively. Some examples of good quality work were seen though there was some variability. Presentation is satisfactory.
99. The subject leader provides a good lead and role model to colleagues. She attends training and is developing a clear overview of the subject. There has been some monitoring of work through work sampling. This work will need to be strengthened and developed to ensure standards are further improved. Resources are generally adequate following recent improvements to resources for electricity. An action plan details specific tasks to guide the work of the co-ordinator. The school building and grounds provide good opportunities for

investigations and the planned wild life area should strengthen this. Improvement since the previous inspection is satisfactory. A policy and scheme of work has been agreed and implemented. A record system is in use, which enables pupils' progress to be tracked.

## **ART AND DESIGN**

100. Pupils make sound progress through the school and by the end of Year 2 attainment is broadly in line with national expectations. Standards have been maintained since the previous inspection, with improvements made to provision in some aspects of art and design.
101. There is a brief policy statement and this is referenced to the Qualifications and Curriculum Authority's scheme of work, which the school has adopted. Medium term planning systems incorporate half-termly topics: the school plans to review these at the end of the year. Teachers plan a series of lessons to enable pupils to work in depth successfully.
102. Colour mixing is a strong feature of work: pupils understand the techniques involved in creating shades of one colour and of combining two colours to make another. Large murals reflect the successful outcomes. Pupils' self-portraits show the successful application of colour and tone. Completed work in design technology is painted carefully showing appropriate use of this knowledge.
103. Pupils have distinct, planned opportunities to focus on the work of other artists. The youngest pupils have worked with an artist, Michaela Kennard, to build their skills and confidence and thus create work with different patterns and textures. The work of the artist Andy Goldsworthy is currently the focus for pupils in Year 1; they have produced a large bicycle wheel woven from natural materials which has stimulated staff and pupils alike. In Year 2, pupils have the opportunity to apply some of basic techniques in their own collage. They plan in pairs and sketch their desired outcome, discussing materials and textures.
104. There was limited evidence of work in pattern and line and in the use of malleable materials e.g. clay/dough. The use of sketchbooks has been introduced but there is some inconsistency in their use. Some observational drawings are evident but these vary in quality from very good to satisfactory. Some classes keep a portfolio of work for individual pupils but this is not consistent practice across the school.
105. On balance, the quality of teaching is satisfactory. In some lessons it is good. In the best lessons pupils have the opportunity to work collaboratively. They work in pairs to develop and build on a piece of work over time and thus refine and improve it. The teacher demonstrates techniques, models accurate vocabulary and supports individual pupils well. This has an impact on a larger group who improve their outcome as a result. Questioning is effective in guiding and refining pupils' decisions and choices. Resources are accessible, so that pupils can choose freely, and are organised well.
106. Pupils clearly enjoy their work and show very good levels of co-operation and concentration. They respond enthusiastically to the work of other pupils and artists. They work safely with equipment, showing due regard for themselves and others. They show appropriate manipulative skills.
107. Resources are organised well within the school. Art is promoted effectively. The quality of display is consistently good and reinforces the school's ethos. The subject leader is temporary and has relied on the good guidance contained in the subject file. It is important to secure the subject leadership and plan a coherent system of monitoring to ensure standards are tracked and strengths and weaknesses are identified.

## **DESIGN AND TECHNOLOGY**

108. Standards in design and technology are in line with expectations and pupils are making steady progress. Only a small sample of lessons was observed during the inspection. Judgements are based on these, a review of planning, work sampling and discussions with the subject leader and with pupils about their work. Progress since the previous inspection is satisfactory.

109. Pupils have experience of working with a limited range of materials including food, card, straws and wood. In the Foundation Stage, pupils learn how to make a milk shake and work on a large plan of the school. In Year 1, pupils work on designing their own playground, drawing ideas from their own school playground and from the visit to a local park. Photographs provided by the teacher helped pupils to reflect on the shape and purpose of the apparatus seen and provided a good opportunity for the development of speaking and listening skills. Opportunities for pupils to work on building structures are provided, though this is not a strong feature of work seen. They have made buildings from card and painted them. On one occasion, pupils were observed working to create a rigid structure from construction materials. They responded well to the challenge. Their knowledge of specific vocabulary e.g. nut, bolt, axle was limited; this restricted their ability to discuss their methods in detail. In other situations pupils can assemble, join and make simple products.
110. The progress of children with special needs is satisfactory. By the end of Year 2 their knowledge and skills are in line with what is expected of children at this age.
111. In the lessons observed in Key Stage 1, the quality of teaching was good, due mainly to subject knowledge, clarity of expectations and instruction. Pupils worked diligently and showed the ability to evaluate the strengths and shortcomings of their outcomes. Good questioning skills enabled pupils to refine their thinking. Behaviour was very good and pupils were managed well. They worked safely with equipment. Pupils clearly enjoyed their work and showed sustained interest and motivation. High degrees of satisfaction were observed as pupils succeeded in achieving their desired outcomes.
112. The subject leader for design technology assumed responsibility for the subject recently. A brief policy statement has been written, together with an action plan, but this lacks detail and it is insufficiently focused on improving standards. There is a small budget to spend on consumables this year although the planned audit is still outstanding. Most consumable resources are stored in classrooms and are well labelled. There is a limited range of other equipment. There are particular gaps in resource provision for tools and construction.

## **GEOGRAPHY**

113. During the inspection it was possible to observe only two lessons in geography as much of the work has been planned to be covered outside the inspection period. Judgements are based on those observations, on discussions with staff and pupils, and on a scrutiny of pupils' work and teachers' documentation.
114. Standards of attainment are in line with national expectations and pupils throughout the school make sound progress.
115. From books, pamphlets and photographs, pupils in Year 1 are beginning to recognise and make observations about the physical features of different localities. Pupils are also beginning to undertake simple tasks using the photographs in travel brochures. For example, pupils were able to deduce from such photographs, that Australia has a large number of beaches and a wide variety of indigenous animals
116. By the end of the key stage, pupils can carry out simple tasks and select information using the resources given to them. An example of this was seen in Year 2, where pupils were using large maps of the world effectively to locate countries and geographical features. They successfully identified a number of countries including many holiday destinations. Pupils have a sound understanding of the climatic differences in some of the regions of the world. They can use maps and globes appropriately and are familiar with geographical terms such as 'country, 'ocean' and 'desert'. Some pupils can also recognise those features, such as 'mountains' and 'rivers' that characterise some countries. They can draw out basic similarities and differences between places and features such as housing and they can respond to questions about environments such as, 'Would you like to live there? Why?'. Pupils with special educational needs are supported well and they make good progress.
117. Pupils have positive attitudes to learning and it is clear that they are interested in the world around them. They generally collaborate well and they are keen to discuss ideas when prompted.



118. The quality of teaching is good. From the lesson observations and from the other inspection evidence, it is clear that teaching is planned effectively and that lessons are prepared well. Evidence from wall displays and pupils' work shows that a good range of work is covered and each aspect of the subject is given appropriate emphasis. It is also apparent that there are good links between classroom practice and the scheme of work. There is a good emphasis on the development of geographical enquiry skills through, for example, the use of teachers' effective questioning. Pupils are asked to 'justify' their comments when asked such questions as, 'How do you know that?'
119. Teachers' expectations about standards of written work and presentation, however, are inconsistent. There is also evidence of inconsistency in the way in which pupils' progress is assessed and recorded. Resources in the form of maps, atlases, artefacts and books are adequate and they are deployed in a satisfactory way. The local area is used well to enhance pupils' learning.
120. The management of geography is sound. The subject policy and the scheme of work are useful guides for teachers to plan their work. Although teachers' plans are scrutinised and there is some work sampling by the co-ordinator, there is no systematic monitoring of standards in the subject.
121. Since the previous inspection, there have been improvements in the quality of teaching but further work is needed on assessment and on monitoring, as these processes are not yet making an impact on standards.

## **HISTORY**

122. No history lessons took place during the inspection period. Judgements are, therefore, based on a scrutiny of pupils' work and teachers' documentation and discussions with staff and pupils.
123. Standards of attainment are in line with national expectations throughout the school and pupils make steady progress. In Year 1, pupils are beginning to show an understanding of differences across time. They can talk about episodes from stories about the past and they can sequence events and objects and use everyday terms such as, 'before' and 'after', to describe the passing of time.
124. By the end of the key stage, pupils have a wider understanding of the passage of time and the changes that have occurred to their families and community over the years. They also have a sound knowledge of famous people such as Florence Nightingale and Guy Fawkes. From examples of pupils' work it is clear that they have an understanding of some of the main events studied, such as the Great Fire of London and the Victorians. Pupils have a developing sense of chronology and can order events and make distinctions between aspects of their own lives and past events. Pupils develop their historical enquiry skills well. They use appropriate vocabulary and understand how to interpret sources of evidence. An example of this was seen in a display entitled 'Holidays of Yesteryear'. Pupils had used photographs, pictures and postcards to gain information about the past. Many pupils show understanding, in their writing, of significant features in people's lives in the past,
125. Pupils' have positive attitudes to learning. They show great interest in history and willingly talk about what they know. Their questions and comments demonstrate their keenness to learn.
126. There is too little evidence on which to base a secure judgement about the quality of teaching. However, the quantity and range of work seen indicates that the subject is well established in the school and taught with interest and enthusiasm. Planning is detailed and lesson objectives are clear. The subject content is appropriately covered and there is progression in terms of both factual knowledge and enquiry skills. Evidence from pupils' books, however, suggests that teachers' expectations about standards of written work are inconsistent. Although there are some good examples of teachers' written responses to pupils' work, the quality of teachers' marking is variable. Procedures for assessing, monitoring and recording pupils' progress are unsatisfactory.

127. Resources for the subject are adequate. The school has a satisfactory selection of books, artefacts and other materials. Other items are acquired, as necessary, from a variety of sources. Visits to places of historical interest, such as the 'Victorian School' in Leamington Spa, are used well to enhance children's knowledge and understanding. There is little use of ICT as a source of historical information.
128. Leadership and management in the subject are sound. The co-ordinator shows enthusiasm for the subject. There is a policy for history and also a scheme of work; these provide useful guidance for teachers' planning. Although a few lessons have been monitored, and planning has been scrutinised, there is no systematic monitoring of standards and provision.
129. The school has maintained the standards reached at the time of the previous inspection and improved documentation such as the scheme of work and planning formats.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Attainment at the end of Key Stage 1 is below national expectations and children's progress is unsatisfactory.
131. In the Foundation Stage, pupils were observed operating a mouse and keyboard to write simple sentences. They worked with a classroom assistant to control a floor turtle. In Key Stage 1, pupils used a money program in mathematics and 'pictogram' to generate graphs. The volume of work provided in the work samples was small and evidence indicated inadequate coverage of the national curriculum requirements.
132. Where teaching was observed, the quality was satisfactory and children made satisfactory progress. Links to work in mathematics and science were clearly evident as pupils worked on producing mini-beast graphs. The teacher clarified the procedures for accessing a program and this acted as a useful reminder to pupils. She supported individuals well and helped them to resolve difficulties. A classroom assistant supported pupils with special educational needs and this enabled them to work successfully.
133. Pupils enjoy using computers and were observed working collaboratively with good levels of concentration. They show a clear understanding of safety issues relating to the access and use of equipment. Some pupils have access to computers at home but the school is not yet informed about how many. Year 2 pupils use the nearby junior school computer suite on a weekly basis for class lessons. However, there is inconsistency in provision and many pupils have limited access to computers.
134. National Grid for Learning funding has been used to network the new Key Stage 1 computers and the library. All Key Stage 1 classrooms are equipped with a new computer and printer. Equipment in the Foundation Stage is old and due for renewal. The information and communication technology development plan covers the period 2001-2004 and sets out clear steps for improving training, provision and standards. There is a need for greater urgency to speed up these arrangements. A review of policy is planned. Systems for assessment are in transition and assessment is currently unsatisfactory.
135. The subject leader is new and brings enthusiasm and drive to the development of information and communication technology. Staff completed an audit of competencies and this, combined with a questionnaire on levels of confidence in the use of software, has provided a valuable baseline for the subject leader. Staff are growing in confidence. New Opportunities Fund training is planned for spring 2002. The updating of resources for hardware has maintained the overall ratio of computers to pupils and future plans will improve this considerably.
136. There are insufficient opportunities for monitoring the effectiveness of the teaching of information and communication technology and its impact on standards. Limited progress has been made since the last inspection.

## **MUSIC**

137. By the end of the key stage, standards are in line with national expectations and pupils, including those with special educational needs, make sound progress.
138. Pupils clearly enjoy singing and participate well in assemblies and class singing. Most are able to sing in tune and to keep in time. They play percussion instruments performing simple patterns and rhythms. They collaborate well and show awareness of other performers. They have a good appreciation of the different moods suggested by the sounds of various instruments. In one class, for example, pupils selected sounds which depicted types of weather. Many were able to give good reasons why they had made a particular choice. They are able to listen to and repeat rhythmic patterns; there were several good examples observed of this taking place such as clapping the beats in children's names and identifying various animals through listening and repeating the beats in the name of the animal. Pupils are able to represent sounds with simple symbols. In one class, for example, rhythmic patterns were represented by dots on a flashcard - the pupils were able to read the cards and to clap out the pre-determined rhythm.
139. Only a small number of lessons was observed but in these the teaching ranged from satisfactory to very good and was good on balance. Teachers have clear learning objectives for lessons which are communicated well to the pupils at the start of lessons. Organisation of the learning is appropriate such that pupils are presented with a range of tasks that become progressively more demanding. Teachers have satisfactory knowledge of the subject content of lessons.
140. Planning indicates that pupils are given a broad range of appropriate learning experiences covering all the strands of the National Curriculum and there are regular music lessons for each class. A scheme of work to meet the school's needs has been derived from the Qualifications and Curriculum Authority's scheme and a commercially produced scheme; this ensures progression in the music curriculum and represents an improvement since the previous inspection. The inclusion of opportunities for pupils to perform in productions at Christmas and in festivals, such as harvest and the local schools inter-cultural festival, and special assemblies such as the leavers' assembly, enhances the quality of their learning in the subject.
141. Each term a close check is made against medium term planning of what has been covered. Procedures for assessment are in need of further development to include more formal recording of pupils' attainment against National Curriculum levels.
142. The subject is managed by a temporary co-ordinator at present until a suitable appointment can be made. Support to teachers is enhanced through buying in extra time from the County Core Project in addition to that allocated. Apart from scrutiny of teachers' planning and some class observation, monitoring of standards and quality is currently carried out informally. Monitoring and evaluation could benefit from a more regular and systematic approach.
143. Resources are adequate for teaching and learning in music. These are currently stored centrally and the aim is to develop a set of appropriate resources based in each classroom. There are good facilities for pupils to listen to recorded music and a good range of different material available.
144. Standards and quality have broadly been maintained since the previous inspection.

## **PHYSICAL EDUCATION**

145. Standards by the end of Year 2 are in line with national expectation and are consistent throughout the school. As pupils move through the school they make good progress. No judgement has been made for standards in dance and gymnastics since these elements were not observed during the course of the inspection.
146. During the inspection, children explored some of the physical skills associated with playing games, such as looking for and moving into spaces, and being aware of the positions of others and dodging them. These they carried out competently. The older pupils were learning about the notion of tactical play and the more able pupils were able to use this effectively in a game of 'Jump'. Pupils in Year 1 are able to carry out a controlled roll of a

ball to a partner, throw of a ball. Most pupils are able to throw a ball or beanbag into a hoop with reasonable accuracy and to catch competently. The more able pupils can perform catches consistently. As the children progress through the school they develop greater awareness of their bodies and learn how to control their movements with greater precision. Throughout the school children sustain energetic activity for appropriate periods of time.

147. The physical education curriculum is broad and balanced and there is satisfactory coverage of all the required elements. Whole school planning for the subject is satisfactory.
148. Children's attitudes and response are good throughout the school. They are interested, enthusiastic, well motivated and clearly enjoy the subject. They work hard to practise and consolidate skills and they show commitment and perseverance. There is very good co-operation shown between the children and they collaborate well in small and large groups. Children work well independently and sustain interest and concentration. They have confidence in their ability to improve. Behaviour is consistently good.
149. Teaching in the subject, throughout the school, is satisfactory with much that is good. Teachers have a positive approach to the subject, and good knowledge of the subject content leads to confident teaching. Lessons are planned well with clear learning objectives and lesson organisation indicated: this is an improvement since the previous inspection. The more able pupils are not always given sufficiently high challenge and this leads to some frustration, particularly in team games. Resources are organised well and make a positive contribution to learning. Teachers give clear explanations and instructions and make good use of more accomplished pupils to model the techniques they want others to learn. This works well and is successful in motivating and encouraging other pupils. Insufficient opportunities are given for the pupils to evaluate their own work and that of others to identify how they can improve further. The pace of lessons is generally brisk but time is sometimes lost when children change into appropriate clothing.
150. There is a temporary co-ordinator for the subject. The co-ordination and management of the subject needs to be developed. Monitoring of standards and quality lacks rigour and is an area for improvement. Resources for the teaching of physical education are good. Accommodation presents no obstacles to teaching and learning in the subject; there is a good-sized hall and ample hard-surfaced areas. The lack of a playing field is overcome by having access to the nearby junior school grounds.
151. Since the previous inspection, standards have been maintained and the quality of teaching has remained sound.

## **RELIGIOUS EDUCATION**

152. Pupils' attainment by the end of Key Stage 1 is in line with the expectations of the locally agreed syllabus. Pupils have an understanding of some religious ideas from stories and some basic religious beliefs, teachings and events. They have acquired a sound knowledge of some of the major world faiths by exploring the significance of ceremonies, religious symbolism and buildings. They have a satisfactory religious vocabulary and they offer their ideas and opinions confidently. Discussion with some of the pupils in Year 2 revealed that they are beginning to grasp the importance of faith in people's lives. Pupils across the school, make steady progress as they increase their knowledge of Bible stories and of stories from other faiths. Their learning about places of worship and the significance of ceremonies and services is also increased. Pupils with special educational needs are supported well and they make good progress.
153. Pupils have positive attitudes and they are interested and enthusiastic. They are keen to take part in discussions, to offer their own points of view, to talk about their feelings or to describe their experiences. A good example of this was seen in a lesson in Year 2, where pupils were exploring how individuals change. They showed sensitivity in discussions, which not only referred to temporary changes but also to permanent ones such as death.
154. The quality of teaching is satisfactory. Teachers have a sound knowledge of the subject and they are fully conversant with the requirements of the locally agreed syllabus. They use skilful questioning to assess pupils' understanding and to get them to think for themselves

and form opinions. The subject content is covered appropriately and teachers' planning takes account of pupils' knowledge and experiences. The subject is promoted in a positive way, though links with other subjects are not securely established.

155. Adequate time is planned for the study of RE and an appropriate programme is taught. Procedures for assessing and recording pupils' progress, however, lack rigour and are unsatisfactory. The co-ordinator provides satisfactory support and guidance for all of the staff, though monitoring and evaluation procedures have not yet been developed.
156. The school makes satisfactory use of the locality as a resource; some members of local religious groups contribute to the work of the school. Pupils are also given opportunities to visit local churches and a temple. Within the school, there is an adequate range of resources to support the teaching and learning in the subject.
157. The school has maintained the standards reached in the previous inspection. Improvements have been made in planning and a draft policy has been completed.