

# INSPECTION REPORT

## **FURZEFIELD PRIMARY SCHOOL**

Merstham

Redhill

LEA area: Surrey

Unique reference number: 125130

Headteacher: Robert Twells

Reporting inspector: Paul Bamber  
15064

Dates of inspection: 29 April – 2 May 2002

Inspection number: 196755

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Delabole Road Merstham Redhill Surrey
Postcode:	RH1 3PA
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Appropriate authority:	The governing body
Name of chair of governors:	Muriel Moore
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15064	Paul Bamber	Registered inspector	Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
9075	Juliet Baxter	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?
22831	Clive Lewis	Team inspector	English as an additional language	
			Mathematics	
			Design and technology	
			Information and communication technology	
21163	Marsha Walton	Team inspector	Provision for children in the foundation stage	
			Art and design	
			Music	
10270	Sandra Teacher	Team inspector	English	How good are curricular and other opportunities offered to pupils?
			Religious education	
22113	Aileen King	Team Inspector	Equality of opportunities	
			Special educational needs	
			Science	
			Geography	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Furzefield Primary School serves a large estate consisting of privately owned houses but many rented properties. A significant minority of pupils are from socially disadvantaged backgrounds. There is a larger than average number of pupils on roll, 363, including 41 three-year-olds who attend the nursery part-time. There are presently 64 pupils aged under five who are taught either in the Nursery or in one of two single-age reception classes. Most of the pupils are from white, United Kingdom heritage backgrounds. There are 30 pupils from minority ethnic backgrounds, mainly of black African or Asian heritage. The overall mobility of pupils is around the average. Around three per cent of pupils are the children of travellers and just over one per cent are refugees. Both of these figures are above national averages. Attainment on entry is well below average with a significant minority of children experiencing speech and language difficulties. Around 30 per cent of pupils have special educational needs, which is above average, and six pupils have Statements of Special Educational Need, around the average. A high percentage (ten) of pupils have English as an additional language. A larger proportion of pupils than is the national average, around 25 per cent, claim a free school meal.

Since the last inspection the school has experienced considerable change. The headteacher is new, there is a restructured senior management team and around half of the teaching staff are new to the school. The annual turnover of pupils is now much greater. Within the last two years the school has achieved Investors in People status and been awarded the Basic Skills mark.

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

Furzefield is an effective school with many strengths. Overall, pupils achieve well, their behaviour is very good and they have very positive attitudes. The quality of teaching is good. The headteacher's leadership is very good and considerable improvements have been achieved since the last inspection. The school provides good value for money.

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

- The quality of teaching is good, which contributes well to the pupils' improving standards.
- Pupils behave very well. Because the quality of relationships is so good, pupils have very positive attitudes to school and to their lessons.
- The school fully includes all pupils and meets their diverse needs well.
- The quality of teaching and the curriculum for pupils aged under six are very good.
- The headteacher provides inspirational leadership and the school is well managed.

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

- Despite recent good improvements, standards in information and communication technology are below average in Year 6. Information and communication technology is not always used sufficiently to support learning in other subjects.
- The school's daily acts of worship do not consistently meet statutory requirements.
- The amount of time allocated for subjects, especially the arts, could be increased if literacy and numeracy lessons were not so long.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in June 1997. The governors have successfully addressed the four key issues identified at that time. Teaching and behaviour are now better and many more pupils attain the expected standards in national tests. The very good quality of leadership has been maintained. The quality of the school's internal accommodation has improved considerably. The use of the new information and communication technology suite has been influential in raising standards. Because all staff have been committed to improvement and work well together as a team, the school has a good capacity to succeed.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	B
mathematics	D	D	D	C
science	B	C	D	C

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

The below-average standards reached by Year 6 pupils in English, mathematics and science reflect the school's much larger than average percentage of pupils with special educational needs. When compared with similar schools, standards were above average in English and average in mathematics and science. The improvements in English are the result of successful strategies to improve the quality of pupils' writing. The school is aware that standards have slipped in science during the period 1999-2001 and has successfully raised standards this year.

Over time, girls have not performed as well as girls nationally or as well as the boys in the school, in English and mathematics. However, the gap has gradually narrowed and the school is currently monitoring the progress of girls carefully to ensure that they meet the targets set for them. Overall, the percentage of pupils attaining expected standards in national tests has increased very well over the last four years in all three subjects. The school has set challenging targets for further improvements in this year's national tests. In Year 6, the number of pupils entering and leaving the school has lowered the average standards attained and the school is likely to fall just short of its targets.

Standards in the present Year 6 are average in English, mathematics and science. Pupils write well for a range of different purposes. Although standards in information and communication technology are average in most year groups, Year 6 pupils are attaining below-average standards due to a backlog of underachievement. Standards in all other subjects are average.



In the 2001 Year 2 national tests, standards were average in reading and mathematics and above average in writing. When compared with similar schools, standards were well above average in reading and writing and above average in mathematics. The present Year 2 has over 33 per cent of pupils with special educational needs. Despite this, standards are average in reading and writing and in science. They are just below average in mathematics. Standards in physical education are above average and are average in all other subjects.

Overall, pupils achieve well. They make good progress over time and generally reach the targets set for them. Pupils with special educational needs and those with English as an additional language make good progress because they are well supported. Refugees and children from traveller families also achieve well. Children aged under six achieve very well because they are very effectively taught and have a rich curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. The keen interest that pupils show in their work contributes significantly to their good achievements. Pupils participate enthusiastically in after-school clubs.
Behaviour, in and out of classrooms	Very good. As a result, lessons are positive and purposeful and the playground is a safe place.
Personal development and relationships	The quality of relationships is a strength of the school. Adults and pupils respect each other and the pupils' achievements are warmly celebrated. Pupils' personal development is good overall, but they could be given more opportunities to take on responsibilities.
Attendance	Unsatisfactory. Absentee rates are above average.

Relationships and pupils' attitudes are considerable strengths and behaviour, which is now very good, has improved considerably since the last inspection.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The overall quality of teaching is good. The quality of teaching in the nursery and reception classes is very good and this ensures that pupils have a very good start to their education and make very good progress. Teachers have worked very successfully to improve their teaching of writing. Overall, the teaching of English and mathematics is good. Many opportunities are used to promote pupils' literacy and numeracy skills in a range of subjects, notably science, geography, history and information and communication technology.

Major strengths in teaching throughout the school are the warmth of relationships between teachers and pupils, very effective behaviour management and the use of assessments to

plan appropriate and challenging work. As a result of these strengths, pupils enjoy their lessons, behave very well and mostly engage in tasks which ensure good progress in their learning. The quality of teaching of pupils with special educational needs is good and their learning is well promoted by experienced learning support assistants. The quality of teaching of pupils with English as an additional language is effective, particularly for those who are just beginning to acquire the language. Refugees and travellers' children are also taught well because teachers and learning support assistants include them fully in lessons and take account of their special interests and circumstances. As a result, they match the achievements of other pupils in the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for pupils aged under five is very effective and promotes their very good progress. The range of extra-curricular activities and residential visits is good. The school does not consistently meet requirements in its daily acts of worship.
Provision for pupils with special educational needs	Good. Their Individual Education Plans are detailed and well targeted. Pupils are well supported by qualified and effective learning support assistants, both in and out of classrooms.
Provision for pupils with English as an additional language	Good. These pupils are well provided for and make good progress in their learning. The support for them, from within the school and from external agencies, is well integrated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' moral development is very good, their personal and social development is good and all these contribute well to their very good relationships, behaviour and sense of fair play. However, the school does not seize every opportunity to promote their independence, sense of responsibility and to make them fully aware of the diverse nature of the multi-cultural society in which they live.
How well the school cares for its pupils	Good. The school cares well for its pupils overall. Procedures for promoting good behaviour and eliminating bullying are very good. The breakfast club caters for pupils' needs very well. Whilst arrangements for treating minor injuries are secure, the school should consider having more than one person qualified in first aid in case of absence.

Parents and carers think very highly of the school. Whilst few of them work actively in the school they are supportive of its work and they receive good quality information about the curriculum, school routines and how they might support their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher inspires staff and pupils to give of their best. The deputy headteacher greatly influences the very good teaching and curriculum for those pupils aged under six. Key subject co-ordinators have made good contributions to raising standards in writing and information and communication technology.
How well the governors fulfil their responsibilities	Overall, governors satisfactorily monitor the work of the school and act as a critical friend. However, they do not ensure that the school fully meets requirements regarding daily acts of collective worship.
The school's evaluation of its performance	Good. The headteacher and key staff have monitored the quality of teaching, pupils' work and test results in order to highlight areas for improvement. Arrangements for the professional development of staff and training of newly-qualified teachers are very good.
The strategic use of resources	Very good use is made of funds available to support pupils with special educational needs and English as an additional language. Resources specifically aimed at raising standards are used effectively to help pupils in Years 5 and 6 reach the standards expected of them in national tests.

The school satisfactorily applies the principles of best value. It consistently challenges itself to do better and compares its performance with schools nationally, locally and of a similar type. Good value for money is ensured through arrangements to seek tenders for building or other services. It could do more to consult with parents and pupils. Accommodation is very good and is used well. The school's staffing and learning resources satisfactorily support pupils' learning.

## 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 make good progress</li> <li>• Teaching is good</li> <li>• There are high expectations</li> <li>• Their children enjoy school</li> <li>• The school helps their children to become mature and responsible</li> <li>• The school is well led and managed</li> <li>• They are comfortable approaching the school with questions or problems</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework for younger pupils</li> <li>• The range of activities provided outside lessons</li> </ul>

Inspectors concur with the positive views of parents. Inspectors find that the relatively small amount of homework that the youngest pupils undertake helps them to acquire basic skills which contribute to their very good progress. Whilst there is little opportunity for three to seven-year-olds to participate in after-school clubs, this is not unusual in most primary schools.

## **PART B: COMMENTARY**

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

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

1. In the 2001 National Curriculum tests for Year 6 pupils, standards were below average in English, mathematics and science. When compared with schools of a similar type, however, standards were above average in English and average in mathematics and science.
2. Over the past four years the school's improvement in test results has been in line with national trends. In that time, although girls have performed less well than boys, especially in mathematics, the gap has narrowed to the extent that in the 2001 tests, boys and girls attained the same standards. There was no significant difference in the performance of pupils who use English as an additional language or of minority ethnic groups when compared with standards overall.
3. Pupils in the present Year 6 attain average standards in all subjects of the National Curriculum, apart from in information and communication technology. Their literacy and numeracy skills are average, although aspects of their writing are above average.
4. In the 2001 National Curriculum tests taken by pupils in Year 2, standards were above average in writing and average in reading and mathematics. In the teacher assessments in science, pupils reached average standards. When compared with similar schools, however, standards in reading and writing were well above average and in mathematics they were above average.
5. In Year 2, over the last four years, standards in writing have improved considerably as a result of well-focused teaching and effective support. Test data indicates that, as with Year 6, girls have not done as well as boys in mathematics. During the inspection there was no evidence of any significant difference between the average attainment of pupils who use English as an additional language or for those who are from different ethnic backgrounds and the school's average.
6. Over one third of pupils in the present Year 2 have special educational needs, which would normally tend to lower average attainment. Despite this, pupils attain average standards in reading and writing because they are well taught and receive intensive support. They attain below average standards in mathematics despite satisfactory teaching. In all other subjects of the National Curriculum pupils attain average standards, apart from physical education in which they achieve above expected standards for their age.
7. Children aged under five enter the nursery with well below average attainment and those entering the reception classes have below average attainment. Both groups make good progress in their learning.
8. The children progress towards meeting the Early Learning Goals set for them. Their personal, social and emotional development is a strength. Because they are very well managed, they behave very well, take turns uncomplainingly and are friendly to each other. Their self-esteem is boosted by the constant praise they receive for their efforts.
9. The school admits increasing numbers of children with speech and communication

difficulties. It pays particularly attention to these difficulties when planning activities and the children make very good progress in this area of their learning, participating fully in question and answer sessions and in acting out 'real life' situations in the class 'shop'.

10. Children aged under five make very good progress in their understanding of number, with the higher-attainers counting in groups of two or ten. They use information and communication technology well, confidently using tape recorders, computers and programmable robots. Their physical development is good. They manipulate tools deftly, manoeuvre bikes accurately and have good control when jumping, landing and climbing.
11. Strengths in their creative development include the bold use of colour and their dramatic ability when they tell stories with puppets.
12. Throughout the school, a relative strength in pupils' attainment in English is in the quality of their writing. The school has worked very successfully to improve this aspect of their work and as a result, pupils' achievements are good. In Year 6 and in Year 2, pupils write well for a range of different purposes, demonstrating a good ability to make notes in science and write imaginatively in history. Higher-attaining pupils in both Year 2 and Year 6 read fluently, but their ability to infer meaning from what they read is relatively weak.
13. Younger pupils' library skills are underdeveloped. They have difficulty in using the present classification system to identify quickly books they want to use.
14. Boys' progress in reading has tended to slow as they become older but, as a result of effective strategies to motivate their interest and commitment, standards are currently in line with those of girls.
15. Overall, standards in mathematics in Year 2 are below average. A weakness in pupils' attainment is their inability to solve money problems, especially those involving giving change. Budget restrictions mean that those pupils with special educational needs do not receive the same generous amount of support that they receive in English and, as a result, fewer of these pupils attain average standards.
16. Nevertheless throughout the school, pupils have a good understanding of shape and space. From recognising and naming the properties of two-dimensional shapes in Year 2, they progress in Year 6 to using co-ordinates to move or enlarge shapes on a grid. Pupils in Years 3 and 4 correctly name trapeziums, rhombuses and distinguish between them using appropriate mathematical language.
17. In science, in Year 2, pupils' knowledge of plant and animal growth and in their understanding of the benefits to health of good diet and exercise are strengths. In Year 6, most pupils carry out investigations fairly and make good use of scientific language to explain their findings.

18. Standards in Year 6 in information and communication technology are below average. Although pupils currently achieve well in the subject, in the past they have had too little experience of using computer control or modelling programs. As a result, it is in this aspect of their work that they do not attain standards expected for their age. Pupils use information and communication technology to support their work in English and mathematics but do not use available technology enough throughout the curriculum.
19. Throughout the school, pupils attain above average standards in physical education. Younger pupils are particularly adept at passing and catching both large and small balls, and show creativity when using gymnastics equipment. Older pupils have a good understanding of the rules and tactics of team games such as football and netball.
20. Strengths in art and design include younger pupils' work using collage, and older pupils' representations of the style of famous artists such as Van Gogh.
21. Pupils in Year 6 make good use of the residential visit to the Isle of Wight to develop their understanding of the effects of coastal erosion, rock forms and to improve their ordnance survey map work.
22. Pupils in Year 2, talk knowledgeably about famous historical events and figures, such as the Great Fire of London and Guy Fawkes. Year 6 pupils write sensitively about evacuees in World War 2 to increase their understanding of chronology and how different life was for children in the 1940's.
23. Overall standards are average in music throughout the school. Strengths are in pupils' singing with a relative weakness in pupils' ability to compose their own music.
24. As a result of creative and sensitive teaching, pupils throughout the school have a strong sense of respect for the religious beliefs of others. However, older pupils' achievements are not always as good as they should be because they sometimes are given work that is too easy for them.
25. Throughout the school, pupils' achievements in art and design, music and religious education are below expectations because the time devoted to these subjects is limited.
26. Most higher-attaining pupils reach the standards they should, particularly in English and in science. In one or two subjects, notably music and religious education, pupils are not always given tasks to help them attain the high standards of which they are capable.
27. Pupils with special educational needs achieve well throughout the school. Younger pupils make particularly good progress in reading and writing because they are well taught and supported in their efforts to improve.
28. Pupils who use English as an additional language make good progress due to a good level of support from specialist teachers, class teachers and classroom support assistants.
29. There is a Special Ability Register for more able pupils. There is evidence that pupils who are identified in the Special Ability Register, for example those gifted in mathematics or talented in sport, have received effective support and challenge which

has enabled them to achieve well.

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

30. Pupils are friendly, naturally inquisitive, courteous and very happy to talk to visitors. The majority arrives punctually each morning eager to start work and greet their friends. They are very positive towards all aspects of their school as a result of the warm welcome they receive from the moment they start in the nursery. All children are valued and treated equally.
31. Pupils talk about their favourite subjects and set about their tasks in lessons enthusiastically. They respect their teachers and want to do their best for them at all times. Their enthusiasm for all the school has to offer is clear and they want to be involved in all activities.
32. Behaviour in lessons, in the playground and around the school is very good at all times. It has clearly improved considerably since the time of the previous inspection. Pupils are aware of what is expected of them and they respond in a most positive way. In assemblies they sit quietly and concentrate on stories and the content of the assembly. They particularly relate to stories exemplified by personal experience, as for example, in an assembly taken by the head teacher when they were absorbed by all he had to say. During one wet playtime they calmly adopted familiar procedures and routines and behaved impeccably in their classrooms. Lunch is served in sittings and the behaviour remains very good as pupils come and go.
33. When inspectors asked pupils if they were aware of any bullying in the school it was not a word with which they were instantly familiar. Certainly in observing them at play no unacceptable behaviour or bullying was observed. Behaviour management strategies used by all staff and relevant policies make it quite clear that bullying would not be tolerated and would be swiftly dealt with. No exclusions were reported in the year prior to the inspection and this situation remains unchanged.
34. Relationships throughout the school are very good. Pupils and staff get on very well together and enjoy warm friendships with each other. They show appropriate respect and affection for all the adults who teach and look after them. When required to work in pairs or groups, pupils collaborate well and enjoy co-operating with each other. A particularly good example was in a Year 1 literacy lesson when the teacher decided to put pupils in groups which had not worked together before. The pupils quickly learned to work together and made very good progress, establishing good working relationships. Pupils of all backgrounds, abilities and ethnicity work and play harmoniously throughout the school.
35. Pupils' personal development is very good. They exhibit high standards of self-discipline and control. They responsibly carry out a range of simple tasks in the school: older pupils act as monitors and look after younger ones; registers are taken from classrooms to the office, house captains have a range of specific tasks. Older pupils also show prospective parents around the school. There are plans to reintroduce the school council in the near future with a different format in order to involve more pupils. Pupils are so willing and well behaved at Furzefield that these responsibilities do not necessarily do justice to their capabilities. They are well suited to taking on more sophisticated jobs within the school community, for example, helping to run the school office at lunch break. This could well have the effect of developing further their confidence and enhancing their feelings of self-worth and self-esteem.

36. Many pupils could benefit from having more opportunities to develop the skills of independent learning and research. They are undoubtedly capable of demonstrating increased initiative and responsibility in all aspects of school life.
37. The school's attendance rate for the reporting year before the inspection was well below the national average for primary schools and as such is unsatisfactory. Figures for one term of the current academic year do not indicate that there is going to be any improvement in the overall attendance rate when the final figures are produced shortly at the end of the school year. The rate of unauthorised absence is well below the national average for primary schools and represents an improvement since the previous inspection. Most pupils have good individual rates of attendance. The unsatisfactory overall rate of attendance is due to a small number of pupils whose attendance is particularly poor and also to a handful of travellers' children who spend a considerable amount of time away from the school.

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

38. The quality of teaching is good. Of the 59 lessons observed nearly one third were very good, two-fifths were good and around a third satisfactory. Only one unsatisfactory lesson was observed. Compared with the findings of the last inspection, teaching and learning have improved considerably.
39. The quality of the teaching of pupils aged under six in both the nursery and in the two reception classes is very good. Children enter the school with well below average attainment but by the time they are six a large majority reach nationally set Early Learning Goals. This is a testament to the very good teaching of these children.
40. A significant minority of children enter the school with speech and language difficulties. Because teachers and learning support assistants plan well-structured activities, designed to promote pupils' speaking and listening skills, many make good progress towards overcoming their difficulties by the time they reach Year 1.
41. Other major strengths of the teaching of children aged under six include the very warm relationships, excellent behaviour management and extremely effective use of time, resources and support staff. As a result, children feel safe and secure, get on with each other very well, are attentive and enthusiastic about their learning and work purposefully and diligently at their activities.
42. The overall quality of teaching in Years 1 and 2 is good. Around half the lessons observed in these classes were good or better and the remainder satisfactory.
43. The quality of teaching in Years 3 to 6 is good. Three-quarters of the lessons observed were good or better with only one unsatisfactory lesson. The good quality of the teaching contributes well to the pupils' good achievements.
44. The teaching of the basic skills of literacy, numeracy and information and communication technology is good overall. In Year 2, the teaching of numeracy is satisfactory. Teachers encourage pupils to use their literacy and numeracy skills in a range of subjects. In science, pupils write interesting accounts of their experiments and clear notes about their findings. In a physical education/health education lesson in Years 5 and 6, pupils took their pulse rates, before and after exercise and then entered the information onto a laptop computer. This activity promoted their



information and communication technology and data handling skills well.

45. In the very good lessons observed, the clarity with which teachers explained the objectives of the tasks, the brisk pace at which lessons proceeded and the high expectations of the level of pupils' work, promoted very good learning. In a very good Year 3 numeracy lesson, about three-dimensional shapes, the teacher's use of time targets ensured that all pupils produced a good quantity of work. Because the teacher set pupils tasks at different levels of difficulty, they all made very good progress in their learning about the number of vertices, edges and faces of a range of three-dimensional shapes.
46. Other strengths of the very good lessons are the use of assessment to plan appropriate tasks and the very positive behaviour management. Both were exemplified in a Year 6 literacy lesson. The teacher knew very well the attainment of the pupils in her class and used this knowledge to challenge them to improve. Because their behaviour was managed positively, pupils worked purposefully and made very good progress in their use of synonyms and in their comprehension skills.
47. Relative weaknesses in the lessons observed included unsatisfactory planning, which meant that learning objectives were not always clear to the pupils. Ineffective behaviour management strategies resulted in too much time being taken to settle pupils down to work. In one or two lessons the tasks set were either too difficult or too easy for pupils.
48. Teachers make good use of homework throughout the school to reinforce pupils' basic literacy and numeracy skills.
49. The quality of the teaching and learning for pupils with special educational needs is good overall. Pupils receive a good level of support in lessons, although sometimes at the beginning of lessons support assistants are not as involved as they might be, for example, in noting observations of pupils' reactions and responses, to be shared later with the class teacher.
50. The quality of the teaching and learning of pupils who use English as an additional language is good. Teachers meet the needs of these pupils well. Pupils' needs are identified at an early stage and sensitive, appropriate support is provided to ensure that they are supported in their speaking and listening. A teacher from the local education authority's Intercultural and English Language Service works in the school for one day per week with ten of the 22 pupils. This specialist teacher liaises well with class teachers and the school's special educational needs co-ordinator as part of the well-integrated support for these pupils.
51. In the vast majority of lessons, particularly those concerned with literacy and numeracy, higher-attaining pupils are challenged well and make good progress as a result. In Year 3 numeracy lessons, for instance, a group of the highest attaining pupils worked with an experienced support teacher, on a complicated logic puzzle to extend their ability to calculate multi-step problems. The pupils were extremely motivated to complete the problem and at worked a rapid pace to solve it.
52. Teachers pay good attention to the needs of pupils who are travellers. They work closely with outside agencies and learning support assistants to ensure that these pupils integrate well into their classes and that their specific learning needs are addressed well. In the best practice, teachers boost pupils' self-esteem by using their particular experiences and knowledge to enhance the quality of their learning.

53. Major strengths in pupils' learning are in their ability to sustain concentration, listen attentively and to work at good pace to produce good quantities of work.

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

54. Overall, curricular provision is satisfactory. The curriculum meets statutory requirements and an appropriate emphasis is placed upon English, in particular writing, in order to raise standards. This priority has been successful and the school has now identified the need to broaden the curriculum. Religious education, music and art and design are currently under-emphasised. The school has made good progress in the development of information and communication technology by setting up a computer suite which is beginning to have a positive impact on this area of the curriculum. The library is being re-organised and a comprehensive programme of personal, social and health education including citizenship, sex education and information about drugs misuse is to be introduced this coming September. The school is well placed to develop these subjects. The daily act of collective worship does not meet statutory requirements, and this important provision has not improved since the previous inspection.
55. All pupils have satisfactory access to the range of activities offered. The inclusion of pupils with special educational needs and those from different groups is well co-ordinated and they are well integrated in the life of the school and its work. A good range of support is provided for pupils with a range of learning and developmental needs. Learning support staff provide good encouragement and motivation. The school works hard to ensure that pupils with erratic attendance patterns make the best progress they can, through a range of effective support structures.
56. Since the last inspection, appropriate policies and schemes of work have been put in place for all subjects. The school has rightly given due priority to developing English and mathematics, which are very important considering many pupils' weak attainment in these areas when they join the school. This has been beneficial as the curriculum in these areas is stronger than at the last inspection and standards have been rising. However, the whole morning is spent on literacy and numeracy and this does not always allow sufficient time for all the other subjects of the curriculum. Within the mixed-aged classes, the schemes of work are content based and do not always show how skills will be taught in a systematic way as the pupils move up the school.

57. The arrangements for placing pupils in ability sets for literacy and numeracy support the school's commitment to improvement. The school's strategies for teaching literacy and numeracy skills are good and the majority of teachers are fully confident in fulfilling the requirements. Good relationships exist with partner schools and other educational institutions. Students on work experience, for example, volunteered to stay and work an extra week in the school so that they could support both the staff and pupils during the inspection.
58. The provision for those pupils having special educational needs is good; it is good for pupils in Years 1 to 6, and very good in the foundation stage. All pupils make good progress in their learning and the youngest children in the school learn quickly. This is an improvement since the last inspection, when progress was judged as satisfactory. The pupils have Individual Education Plans to support their learning, with specific targets. The parents and carers are actively encouraged to be involved in their children's development and there are regular reviews of pupils' progress. The provision made for pupils with Statements of Special Educational Need is good and their Individual Education Plans are clearly written, with specific and measurable targets.
59. The school's provision for activities outside lessons one of its distinctive strengths. A wide range of additional sporting opportunities from football to netball is available as well as regular opportunities for pupils to take part in competitions in association with other schools. Other activities include a well-attended breakfast club. Musical activities are less well represented. The curriculum is enriched by a range of visitors, from a theatre group to work-shops in history and art, who provide further opportunities for pupils to extend their knowledge and skills.
60. All the pupils in the upper part of the school visit a residential centre where outdoor pursuits are promoted and there are opportunities to enhance pupils' literacy skills, for instance, when they write a diary to record their experiences.
61. The withdrawal of pupils who use English as an additional language from lessons is appropriate and is kept to a bare minimum of a few minutes per week in 'one-to-one' work with the teacher from the local education authority's Intercultural and English Language Service.
62. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and has more strengths than weaknesses. This judgement is similar to that made at the last inspection and results in pupils having very good attitudes to school and being keen to learn.
63. Pupils' personal development is a priority and is supported by the quality of care shown by the headteacher and the teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care and respect for others and an awareness of what is right and wrong. These values are demonstrated both through the use of flowers and plants, in displays and through the caring relationships between adults and pupils and their peer groups. Discussions about thoughts and feelings take place in circle time.
64. The provision for pupils' spiritual development is satisfactory. The school provides opportunities for spiritual awareness through assemblies, but time for reflection is brief, prayers are rarely said and stories are not often read from the religious scriptures. Religious education lessons give pupils some opportunities to reflect on

the beliefs and practices of three major world faiths. Spirituality is fostered in some lessons as, for example, when some pupils were inspired to write imaginative poetry in English. The school environment has the potential to encourage pupils to develop an awareness of natural beauty, and pupils are encouraged to plant seeds and watch them grow. Opportunities to appreciate art, literature and music are few, restricting further the provision made for the development of pupils' spiritual awareness.

65. Daily assemblies are used to build pupils' confidence and self-esteem through for example, a celebration of birthdays, achievements and 'good work'. The theme of "Feelings" was emphasised during the week of the inspection. Pupils were given opportunities to reflect on the feeling of loneliness through stories about being left alone at boarding school, or being alone in a new country for the first time. One of the teachers told of his experiences of teaching in Rumania and how he felt when he arrived. However, opportunities are often missed that enable pupils to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge. Subject plans rarely include reference to spiritual development.
66. Provision for pupils' moral development is very good. The use of moral themes, such as the importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies and pupils take part in regular fund-raising events for charitable causes. Occasionally, moral issues are considered within subjects; for example, in geography and science as part of studies on pollution and other environmental issues. Within religious education lessons, moral issues are discussed in relation to respect and friendship as for example, when pupils discuss the qualities of a special person in their class, and study aspects of citizenship. Rules of good behaviour are in evidence around the school and are referred to when necessary to reinforce good behaviour. This practice has helped to improve behaviour.
67. Provision for pupils' social development is good. The school is successful in fostering the social development of its pupils and is working hard to create a strong sense of community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment is fostered and maintained, characterised by trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts around the school. Older pupils are reminded to look after younger ones. They have some opportunities to take part in organised social activities, such as plays, music concerts and carol singing.
68. The school's provision for pupils' cultural development is satisfactory. Pupils are made aware of their British heritage, for example through their work in local history and geography. Older pupils learn about different cultures, for example, the Aztecs and read stories and sing songs from countries such as West Africa and India. However, the school does not fully celebrate the rich ethnic mix within its own community, by involving parents and representatives of different cultures and from different faith communities, or by using the local environment to help pupils learn and understand more about their own and other cultures.

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

69. Furzeffield School provides a warm, secure and caring environment for all its pupils. Its inclusive philosophy and surroundings ensure that they work and learn in a community that does much to encourage them to flourish and develop.
70. The head teacher is the named officer for child protection. Appropriate child protection procedures are in place in accordance with local guidance and policy and they are effective. All staff have had training and are well aware of the procedures for child protection. The school works very closely with a large number of outside agencies which form the basis of inter-agency support and help when needed.
71. The governing body pays due attention to health and safety in the interests of all pupils and staff. Specified governors undertake regular walks around the school and work closely with the caretaker to ensure that all health and safety issues are promptly dealt with.
72. All staff in the school have received the very basic training in first aid. One member of staff has an up-to-date certificate training in first aid. The inspection team considers that in a school of this size there should be at least two more members of staff who have the full certificate in first aid training. Accidents and incidents are properly recorded and parents kept fully informed if pupils are ill in school, particularly with regard to bumped heads. Fire drills are undertaken regularly every term. The school and its pupils are fortunate in having a good sized and well-equipped medical room where pupils can wait in privacy for parents and carers to come and collect them if they become unwell during the school day.
73. Teachers record attendance and absence in class registers twice a day. The registers are kept in the office where members of the administrative staff deal rigorously with letters concerning absence and where they keep the 'late' book for pupils who are not always punctual. Telephone calls are made to homes on the first or second day of absence where there is concern about individual attendance rates or particularly poor attendees. These procedures are supported by visits from the Education Welfare Officer at regular intervals. If the school is to improve its rate of attendance to match the national average for primary schools or go above that figure, then it needs to do more to promote attendance amongst parents and pupils. Improving the rate of attendance is not given a prominent place in the school's targets or in its school improvement plan. Rewards for improved attendance in public school ceremonies might encourage some pupils to make more effort. The school is shortly to adopt a computerised system of recording and monitoring attendance and this should make it much easier for staff to identify the details of attendance problems.
74. Monitoring of pupils' behaviour and personal development is good, through individual education plans where behaviour needs specific monitoring, and by very regular and detailed discussion amongst all staff to include learning support and ancillary staff. Teachers and all staff in the school know the pupils very well and this again provides an effective method of monitoring behaviour and personal development.

75. There is a draft policy for special educational needs, which reflects the new Code of Practice. Pupils with special educational needs are well-integrated into the school and have equal access to all aspects of the curriculum. There are good links with outside agencies, such as speech therapy, visual and hearing-impaired support and the travellers' children's service.
76. Pupils with special educational needs are very well supported in this inclusive and caring school. The proposed curriculum for pupils' personal, social and health education will be implemented in September. It has been well thought through and should provide a sound base for the future development of pupils' social and personal lives.
77. It is very clear when talking to pupils that they are happy and secure in their school environment. This is due to the high quality of pastoral care offered. Its wise investment in this aspect of its work contributes strongly to pupils' achievements and progress.
78. Pupils with English as an additional language are well cared for and fully included in all school activities.
79. The school has satisfactory systems in place to assess pupils' attainment and progress and the data obtained is used well to guide teachers' planning. This is a significant improvement since the last inspection, particularly in the use of assessment data to group pupils and to provide booster and other support group teaching.
80. Teachers know their pupils well and much useful assessment is carried out on a short-term, day-to-day basis, with good examples of teachers effectively amending their weekly literacy and numeracy lesson planning on a daily basis in order to set relevant and challenging work. The school undertakes all statutorily required formal assessments of its pupils at the end of Year 2 and Year 6 and uses the local education authority's Baseline Assessment when pupils enter the nursery and reception classes. The school also undertakes optional tests in English and mathematics at the end of Years 3, 4 and 5, which help teachers track pupils' progress. Assessment systems for the 'foundation' non-core subjects are less well developed, although a whole-school system is in place to assess pupils' progress in information and communication technology. New subject co-ordinators are developing and evaluating systems of record keeping for their subjects, which will help teachers' assessments of pupils' work, for instance, in art and design, music, physical education and religious education.
81. The information gained from test data is used well to track pupils' progress as they move through the school, to identify and support pupils with special educational needs and to group pupils needing additional support or challenge in English and mathematics. The results of the national tests for Year 6 pupils in English, mathematics and science and other standardised tests are analysed carefully to identify trends. The headteacher, and to a lesser extent the subject co-ordinators, analyse the way in which pupils answer test questions in order to identify weaknesses that need to be addressed. As a result of this analysis, a number of significant changes have been made to the English and mathematics curriculum. Analysis of data is used well to set year, class and individual targets in reading, writing and mathematics. Pupils are made aware of these targets and, in the best cases teachers refer to them during lessons.

82. The quality of the procedures for monitoring and supporting academic progress and personal development is good. In a majority of lessons, learning objectives are discussed at the beginning and during the lesson, and progress towards them is discussed in a 'plenary' session at the end of the lesson. Teachers know their pupils very well and use the range of information available effectively to plan carefully for individual pupils. Pupils are given appropriate responsibilities and are expected to work together and help one another. Personal as well as academic achievements are celebrated in whole-school assemblies.

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

83. The school improvement plan is very clear that there is more to be done to enhance the already genuine partnership that exists with parents. The school's open door policy is a strong indication of its wish to work closely with parents. In an area where many parents find it difficult to be involved in much of the school's work and activities, the school knows it has to devise ways of involving them to suit their particular needs.
84. Parents are always welcome in the school and staff are always accessible to them at the beginning and end of each day. The head teacher also makes a point of being visible to parents at these times of the school day as well as encouraging them to seek an appointment with him whenever they wish.
85. Recently a Parents and Friends Association was initiated. Whilst this is still in its early days, it appears that it has a strong future and is one way of encouraging more parents to be involved in the work of the school and in social and other events.
86. The quality of information provided by the school for parents is good. Newsletters are sent regularly to keep parents in touch with events and what is going on in the school. Pupils' annual reports at the end of the school year are satisfactory. They inform parents what their children know, understand and can do but they are computer-generated from a bank of statements and could be made more specific to each pupil. Two open consultation evenings are held during the school year in the autumn and in the spring. At the end of the summer term all parents are invited to an open day and they are also invited to request a meeting to discuss the content of their children's annual reports if they so wish. Homework is set regularly and homework link books provide a good means of communication between parents and guardians and the school. Parents are informed of what their children will be studying over the school year. This provides them with good opportunities to involve themselves in their children's learning.
87. Few parents are in a position to help in classrooms or on outings but they are always welcome to do so if they wish. Attendance has been good at specific meetings, for example those organised to explain the national tests and literacy and numeracy strategies.
88. The completed returns of the pre-inspection questionnaire and the comments of parents who attended the pre-inspection meeting were nearly all positive. The inspection team is in no doubt at all that the vast majority of parents support the school in its work and appreciate what the school does for their children, particularly since the current head teacher took up his post there.
89. The school's commitment to strengthening its partnership with parents, together with parents' very positive views of the school is encouraging for the future. The school is

aware that it needs to find less traditional ways of bringing more parents into school than might be found in the average primary school. A very good example is the existing Family Literacy group where parents can join in with literacy and other group activities only if they are introduced to the group and accompanied by pupils!

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

90. The headteacher provides inspirational leadership to which pupils and staff respond very positively. Parents report that the school has gained a very good reputation as a result of the impact of his leadership of the school. As a result of the drive and enthusiasm of the headteacher, and his very positive relationships with pupils, staff, governors and parents, the whole school community is committed to raising standards and providing pupils with the best possible quality of education.
91. Leadership by other key staff is good. The deputy headteacher has made a major contribution to the very good provision for children aged under six. The assistant headteacher co-ordinates the school's provision for pupils with special educational needs well, and standards have risen in literacy and numeracy as a result of the well-directed work of the subject co-ordinators. Senior staff make a positive contribution to the very good procedures for appraising teachers' performance and to mentoring and supporting newly-qualified teachers or qualified staff new to the school. The very good practice in this aspect of its work has been acknowledged through the award to the school of Investors in People status.
92. Central to the school's drive to raise standards is the very comprehensive and detailed improvement plan. It sets out clear, appropriate, accessible and carefully costed priorities for development. As a result, all staff know the part they have to play in meeting the school's targets for development and improvement.
93. The governing body does not meet its statutory duty to ensure that daily acts of collective worship meet requirements. Apart from this weakness, governors' roles in shaping the work of the school and in informing themselves of the strengths and weaknesses of the school are carried out well.
94. Governors visit the school in a planned and focused way. They visit classrooms, talk to subject co-ordinators and influence decisions about the provision of resources and accommodation. Governors have a good understanding of standards and where the school needs to improve further. They are influential in setting priorities for spending, which they link well to the improvement plan. Examples of their influence are to be seen in the creation of the information and communication technology suite and in the refurbishment and restocking the library.
95. The school monitors its own performance well and as a result of its evaluation of standards and provision, generally takes effective action to improve. For example, weaknesses in pupils' writing were diagnosed. A successful strategy for improvement was evolved, including training from local education authority consultants, visits to high achieving schools and the purchase of a wider range of resources. Standards in writing are now much better and in some cases above average.
96. There is a sensible and measured approach to improvement and the school now acknowledges that standards in mathematics need to be raised. Test data is analysed in detail by the headteacher, but the literacy and numeracy co-ordinators need further training in order to help them analyse data in more detail, to ensure that



different groups of pupils make the progress they should.

97. Resources are well managed and specific funding is used effectively to support pupils with special educational needs, those who use English as an additional language, the traveller children and the refugees.
98. Funds specifically targeted to improve standards in literacy and numeracy are well used. Special classes, both in and out of the normal school day, are provided to help pupils in Years 5 and 6 raise their standards in English and mathematics to the nationally expected level. In Years 3 and 4, special literacy lessons are provided for those pupils who have difficulties reading, spelling and writing. The resources allocated for pupils' reading recovery is helping raise standards in reading. The resources, both human and financial, dedicated to these initiatives are used well and contribute effectively to raising average standards in the school.
99. The principles of best value are applied satisfactorily overall. The school uses comparisons of its results well in order to measure its effectiveness against other schools nationally, locally and of a similar type. It consistently challenges itself to do better, particularly in basic skills. The recent confirmation of a Basic Skills Award is further evidence of its determination to improve. Value for money is consistently sought when services and goods are purchased.
100. More could be done to consult with the wider school community in order to gather views about the effectiveness of the school's work. At present there are no formal mechanisms for canvassing the views of parents or pupils.
101. The school building is large. It is more than adequate to meet the demands of the curriculum. It has two large halls, airy and light classrooms and a recently developed suite for the teaching of information and communication technology. Currently pupils are unable to use the school library because it is being enlarged and re-stocked. When completed, this should result in much improved library facilities, which will benefit pupils' reading and research skills. The building is kept clean and well maintained through the hard work of the caretaker. The school is free of litter and colourful displays provide an exciting learning environment for pupils. A large amount of redecoration and refurbishment has taken place since the previous inspection, resulting in more wholesome and pleasant surroundings for both staff and pupils. The school is also lucky to have spacious grounds that are pleasant and very well kept.
102. Learning and other resources are sufficient in all subjects. They are used prudently, are well maintained and cared for by staff and, indeed, by pupils. Very good use is made of the local and wider community through trips and residential visits to enhance and enrich pupils' education. The school would benefit even further if more citizens from the local community were able to attend assemblies and other school celebrations.

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

- (1) Improve standards in information and communication technology in Year 6 by:
  - ensuring that pupils increase their knowledge and understanding of controlling and modelling when using computer programs;
  - providing all staff with any additional training needed to teach those aspects of the information and communication technology curriculum with which they feel least confident;

- finding ways of using information and communication technology more fully to support learning in other subjects.  
(Paragraphs number 3, 18, 169, 190, 198, 217-226, 235, 254)
- (2) Ensure that all daily Acts of Worship meet statutory requirements by:
- carefully monitoring these sessions;
  - providing clear guidance to teachers about what is expected in their class assemblies and singing practices.  
(Paragraphs number 54, 64, 65, 93)
- (3) Find more curriculum time for the arts and religious education by:
- ensuring that literacy and numeracy lessons do not take up too much time.  
(Paragraphs number 25, 54, 56, 165, 232, 253)

Minor issues to be considered the headteacher and governors:

- (1) The school's rate of absence is higher than average.  
(Paragraphs number 37, 73)
- (2) Pupils could be made more aware of the multicultural diversity of society and of the contributions made by people from different ethnic backgrounds to the richness of their lives.  
(Paragraphs number 68, 248)
- (3) The school could give pupils more opportunities to take responsibility and to learn more independently.  
(Paragraphs number 35, 138, 178)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

59

Number of discussions with staff, governors, other adults and pupils

83

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	24	18	1	0	0
Percentage	0	27	41	30	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	342
Number of full-time pupils known to be eligible for free school meals	-	78

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	94

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	35

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	29

### Attendance

Authorised absence

%

Unauthorised absence

%

School data	8.1
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	36	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	34	34	34
	Total	57	57	57
Percentage of pupils at NC level 2 or above	School	90 (80)	90 (82)	90 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	32	34	33
	Total	55	57	57
Percentage of pupils at NC level 2 or above	School	87 (82)	90 (82)	90 (86)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	27	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	14
	Girls	19	19	23
	Total	30	31	37
Percentage of pupils at NC level 4 or above	School	68 (67)	70 (70)	84 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	14
	Girls	21	20	24
	Total	30	32	38
Percentage of pupils at NC level 4 or above	School	68 (70)	74 (73)	86 (91)
	National	72 (70)	74 (72)	82 (79)

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	9
Black – other	8
Indian	0
Pakistani	1
Bangladeshi	7
Chinese	0
White	285
Any other minority ethnic group	8

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	20
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	19
Total aggregate hours worked per week	323

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

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

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

### **Financial information**

Financial year	2000-2001
	£
Total income	823011
Total expenditure	785115
Expenditure per pupil	2250
Balance brought forward from previous year	3271
Balance carried forward to next year	34 625

*FTE means full-time equivalent.*

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

**Questionnaire return rate 28 percent**

Number of questionnaires sent out	507
Number of questionnaires returned	144

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	5	1	0
My child is making good progress in school.	62	35	3	1	0
Behaviour in the school is good.	45	47	3	1	3
My child gets the right amount of work to do at home.	37	46	11	2	4
The teaching is good.	65	31	1	1	1
I am kept well informed about how my child is getting on.	49	39	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	5	1	1
The school expects my child to work hard and achieve his or her best.	69	28	3	0	1
The school works closely with parents.	52	37	8	1	3
The school is well led and managed.	72	20	1	1	6
The school is helping my child become mature and responsible.	64	31	3	1	1
The school provides an interesting range of activities outside lessons.	38	40	11	6	6



## **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**

104. The school has not only maintained the good provision for children in the foundation stage but has, in many respects, made further improvements since the last inspection. Overall, provision for these young children is very good. The well-organised day-to-day routines established in the nursery enable all children to feel safe and to grow in confidence. The very good quality of teaching has a very positive impact on children's learning.
105. Children are admitted part-time to the nursery the term after their third birthday and to the reception year during the year in which they become five: they all become full-time in this year group by the summer term. By the time they enter the reception year their attainment is still below average; however this masks the very great progress they have made in the nursery. Over time statistics show there are above average incidences of speech, language and communication difficulties as well as poor behaviour and social skills. There is a wide variation from year to year and attainment on entry of the current reception year was well below average despite very good teaching in the nursery. Nearly half the children in this group have special educational needs. None-the-less, nearly three quarters of them are on track to attain all the Early Learning Goals set for the end of the year for children of their age and the majority of the remainder will attain most of them.
106. Very good teaching and carefully planned activities ensure good and very good progress across the areas of learning for young children, particularly so in children's personal, social and emotional development. The excellent management of children results in positive attitudes to learning and very good behaviour. The co-ordinator of the foundation stage is very well informed and has done much to raise an awareness and understanding of its key role among staff in the rest of the school. The use of time, support staff and resources is excellent with the result that children make very good progress because no time is wasted and they enjoy the rich learning environment that the school offers. Teachers, assistants and support staff work effectively as a team in the nursery and each reception classroom, so that all children receive the care, help and guidance they need. Support staff are fully aware of their tasks and make a very good contribution to children's learning. Children enjoy coming to school: they expect to be interested and they are not disappointed.
107. In the nursery, continuous assessments are made against the 'stepping stones' of development towards the Early Learning Goals. These very good records track a child's progress and are useful documents. The school is sensibly considering an extension of the system into the reception year to replace records that currently do not relate to these stages of development. Children with special educational needs receive the support they need to make very good progress. Children with English as an additional language receive appropriate help, but in the main learn from others and from participation in all the activities on offer. Despite their best efforts, the school finds it hard to involve parents in their children's learning at this early stage of development. Nursery staff make home visits before children begin at the school and a few parents come into the nursery to help when they can.

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

108. Standards are average in this area, meeting, or on course to meet those set down as goals for the end of the reception year. An above-average proportion of children in the nursery, have a delay in their development in this area. The needs of all children are effectively addressed, which means that all are included in the exciting range of experiences on offer. The very good progress children make reflects skilful teaching, with children constantly being encouraged to feel confident about what they can do: they learn how to form positive relationships, feel safe and secure and learn about the importance of friendships.
109. The expertise of staff helps children settle very well in the nursery. They set excellent role models, are welcoming and give children their full attention in any conversation. Children feel valued and secure as a result and quickly learn the day-to-day routines and what is expected of them. They learn to take turns, and to share and to recognise the importance of listening. The results of this early learning can be seen in the reception classes where children listen very well to one another during whole class sessions, sit quietly and remember to take turns when speaking. Staff sit beside those who have difficulties in this area and remind them of what to do. In the nursery, children are already able to attend to their personal hygiene appropriately, they put on coats and painting aprons, help clear up and make sensible choices of what they want to do. In the nursery, when it is time for a snack, they immediately remember their responsibilities towards the guinea pigs and remind the teacher to keep the apple cores. Their confidence is evident when selecting activities that interest them, working alone or playing with others. At other times they settle quickly to adult directed tasks. In the reception year they show ability to concentrate for appropriate periods of time in literacy and numeracy sessions and this helps to prepare them for the next stage of education.
110. Personal and social development is seen as a priority and is strongly promoted in all areas of learning. The carefully planned programme covers the two years and is linked to developmental steps and the Early Learning Goals set for the end of the reception year. A particular strength of the very good teaching is that staff are convincing in their excitement when new learning takes place. This is contagious and the children themselves develop similar attitudes. A sense of wonder is created and praise is frequently used, both of which have a very positive influence. 'And, do you know what we are going to do now?' or, 'Are you pleased with this? Well, done, you worked it out,' are typical remarks and children blossom as a result. All adults, both in the nursery and reception, provide very good role models for the children. Staff develop warm and encouraging relationships and sensitively support every child according to his or her needs. They understand the importance of role-play in developing co-operation, and as an opportunity for children to express feelings. The nursery and reception classes have a very good range of resources to support this aspect of their learning.

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

111. Children make very good progress in this area of learning and by the time they have completed the reception year, three quarters are on course to meet the recommended Early Learning Goals or exceed them. For many children it demonstrates significant progress. Detailed analysis of screening tests on entry to the nursery confirms the school's view that it is in this area of development that most learning needs to take place and one that they should especially focus upon. The progress children make is an improvement on the findings of the previous inspection. Children with special educational needs are given good support and this helps them

to make good progress.

112. All adults are conscious that the way they speak and what they say, teaches new vocabulary and helps children to structure their thoughts. They give time to listen and wait for children to make several attempts to express themselves without interrupting. The staff talk to children individually and in groups to ensure that all children extend their vocabulary and can use language for a range of purposes. They sensitively support role-play, supplying suitable words and phrases as part of the game. In the nursery, a 'flower shop' had been created. 'Is the shop *open* or is it *closed* today?' asks the adult. 'Can I have the *bill* and a *card* to go with the flowers? You need to put a name on the card.' Most children in the nursery sustain attentive listening; they enjoy stories and know that print carries meaning. By the end of reception, they know that speech bubbles represent what the characters in books are saying.
113. In the nursery, consistent strategies are used by staff to encourage children to say the initial sounds of words. By the age of five, in reception classes, more able children use their greater knowledge of sounds to read simple texts. They take reading books home and staff and parents monitor reading progress. Children are immersed in print from the time they enter the nursery and throughout the key stage. Labels are clear and children quickly learn what they say. In the nursery nearly all can recognise their own name and some can write it. Others prefer to copy or trace an adult's script. In the reception classes the higher-attaining children, who represent about half, confidently write simple sentences. They spell simple words using their greater knowledge of sounds and make plausible attempts at others. They teach each other: 'You spell 'one' like this', says a child, supplying a friend with the spelling, using the correct letter names. Some very good teaching strategies are used to help children develop a sense of story composition and children confidently adopt these strategies when writing simple stories themselves. Reading texts together regularly develops children's knowledge of rhymes and well-known stories. Drama activities, such as the use of puppets for story-telling, foster children's enjoyment of the spoken and written word. A very good range of activities is provided to develop their use of reading and writing. For example, the desk in a library corner has record books and date stamps as well as the books themselves, and the flower shop has a telephone with a message pad to record the orders.
114. Teachers have effectively adapted the National Literacy Strategy to meet the needs of all the children in reception classes. In the nursery, a well-structured programme relates to the stages of development needed to attain the Early Learning Goals. An appropriate emphasis on the development of speaking and listening skills, the meaning of words, sounds and spelling patterns, and sentence construction.

### **Mathematical development**

115. By the end of the reception year, most children will have attained the Early Learning Goals for this area of learning. Some will have exceeded them, having begun work from the scheme of the National Numeracy Strategy. Very good progress is made over the two years within the key stage, indicating an improvement since the previous inspection, because most children now enter the nursery with numeracy skills well below average.
116. Children in the nursery show a keen interest in numbers and counting and enjoy number rhymes and songs. They use number names in play and count objects in a group: some to five and a few accurately to ten. They are already well on the way to achieving the goals set for the end of the reception year. Some higher-attaining

children in reception are able to count and write numbers beyond ten and can count in groups of two and ten. They represent about a quarter of the year group. These more formal mathematical activities are introduced through the national framework for teaching numeracy. Three quarters of the children in the reception year are on course to achieve or exceed the Early Learning Goals by the end of the year. Most children develop a sound understanding of mathematical language and use words such as 'before', 'after', 'bigger than' and 'smaller'. Practical activities ensure a good understanding of such concepts. Children correctly recognise common shapes such as a circle and a square and show a basic understanding of measurement, for example by finding which of 'The Three Pigs' is the heaviest and who is the tallest of a group of three friends.

117. Teaching and learning in this area are good. The approach successfully used in the nursery is predominantly to provide children with a rich variety of opportunities to use mathematical skills and to understand the need for them. This is well planned but is not given the same emphasis as the development of literacy and social skills, which is seen as the main priority. However, by the time children enter the reception year they are ready for some more formal teaching. This is gradually introduced at an appropriate pace and a good balance is kept between direct teaching and activities which children select. Children in both the nursery and reception year develop their mathematical ideas well through play situations, singing rhymes and classroom routines, such as counting how many are present, or coming to sit in the circle before the teacher can count to five. Adults use questions skilfully to encourage children to organise their thoughts and think about numbers.

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

118. Standards of children's knowledge and understanding of the world are at an appropriate level. They make very good progress in the nursery and reception years because of a well-planned programme of direct teaching and activities. Most are on course to attain the Early Learning Goals by the end of the reception year.
119. Children make good use of a range of technology: they listen attentively to stories on tape, use computers to create pictures and guide programmable 'aliens' with increasing accuracy. They build and construct models, select tools they need for painting, cutting and sticking, and are increasingly aware of the world about them. For example, a book compiled by the reception year illustrates their initial ideas about bridges and then their discoveries about them on a walk around the local area. Children in the nursery play at 'The Garden Centre' and make discoveries for themselves in the raised beds that form part of their outdoor play area. They use terms such as 'yesterday' and 'tomorrow' and understand the difference between old and new.
120. Teaching and learning across this broad area of development are very good. A very good range of opportunities and activities is provided in both the nursery and reception classes. Children also receive an appropriate amount of direct teaching of skills and knowledge because they need to know the correct names for things and how to use equipment properly. As in other areas of learning, all staff use questioning to very good effect. 'What will happen if we put this here?' is typical of questions that both probe children's thinking and move their game on to another discovery. Teachers' plans reveal careful attention to all aspects of this area over a two-year period. Activities are linked to planned steps and the goals set for the end of the reception year. Effective use is made of the safe outdoor areas provided for each class and children have opportunities for digging, planting and discovery. However, the areas

allocated to each of the reception classes have limited scope since they are small and offer no garden area for exploration.

### **Physical development**

121. Children make good progress overall in developing physical control, mobility and awareness of space indoors and outside. Standards are good for children of their age and they are on course to meet or exceed the goals for the end of the foundation stage. Children identified as having special educational needs are very well supported in physical activities.
122. Older children hold writing and mark-making implements with good finger control. Younger children's control is developing well through daily access to such equipment as large pens and paintbrushes. Children manipulate small equipment well, placing small wooden figures and garden tools in the garden of a dolls' house, for example. They also join construction bricks, manipulate the mouse of a computer to generate pictures with increasing accuracy, and 'fish' with rods and lines, landing their catch by guiding the hook successfully into the metal 'eye' attached to each fish. Older children in a reception class manipulate the controls of the programmable toys with considerable dexterity, much to the consternation of some adults who found the task difficult! Children in the nursery ride and manoeuvre large wheeled toys with confidence, accuracy and speed, sometimes with a trailer and passengers. They are beginning to throw balls towards a target with an appropriate measure of accuracy. Children in the reception year thread beads, use scissors accurately, jump and land appropriately, negotiate obstacles and utilise a larger space showing an awareness of others. In this year they join the older pupils in the playground and have regular opportunities to use the hall for physical activities. This additional provision helps to compensate for the lack of play space adjoining their classrooms and available to them throughout their working day.
123. The quality of teaching and learning is very good. Encouragement from the staff engenders confidence as children learn to push, pull and propel themselves along, negotiating spaces, obstacles and other children as they go. Those in control of wheeled toys in the nursery were observed confidently making 'three-point turns' with considerable proficiency. The learning environment includes a good range of both large and small equipment. Activities are carefully planned to give a reasonable mixture of challenging independent and structured tasks. Children respond positively, take turns amicably, share equipment and play collaboratively. The activities support their personal and social development. Children are taught very patiently how to use tools, such as scissors, safely and staff plan many opportunities for them to practise and refine their skills. During an activity where children in the reception year were using 'playdough' an adult demonstrated how to roll it to create another shape so that the children could mirror her actions. Children are also encouraged effectively to pay good attention to hygiene, for example washing their hands before lunch, or after playing outside or painting. Staff make regular notes of individual children's development in physical pursuits.

### **Creative development**

124. Children make good progress in the development of their creative skills and most are on course to meet the national recommended levels of attainment by the end of the reception year. They know about colours, textures and shapes, sing a range of songs and action rhymes, and play alongside other children in role-play areas. They display confidence when designing, making and painting.

125. Children play out imaginary situations using props and other resources. For example, in the nursery the 'flower shop' had many customers during the inspection and older children in a reception class participated in a story-telling session using puppets to act out the drama. They are adept at imaginative role-play, largely due to the way in which adults join in, developing and extending their ideas. They sing songs together from memory and distinguish different sounds, either for themselves in the music corner or during direct teaching sessions. Younger children in the nursery paint boldly and those in reception classes study Van Gogh's picture of sunflowers as an inspiration for their own work. The classrooms are alive with examples of children's paintings and collaborative artwork displayed on the walls. These give evidence of a wide variety of creative experiences where children have experimented with textures, fabrics, textiles and a variety of techniques and media.
126. The quality of teaching and learning is good over the two years of the foundation stage. Clear and familiar routines for handling a variety of resources are evident and children's conversations illustrate their ability to respond to what they see and hear. Children are given sufficient time to explore and develop their ideas and know their efforts will be sympathetically received and valued. As a result, they work with confidence. The learning environment is very well planned to give both those in the nursery and those in the reception classes a wealth of opportunity to work imaginatively. Also, because there is a good balance of directed and child selected activities, children know that there is enough time to explore, experiment and consolidate their skills. Opportunities for all children, whatever their particular needs, are of good quality because staff are sensitive to their needs, and to individual children's accomplishments.

## **ENGLISH**

127. Standards in Year 2 in the 2001 national tests and those seen in the inspection are average in reading, writing and speaking and listening. This is good achievement for pupils because they start school with standards that are well below those normally seen at that age. Standards have improved over those reported at the last inspection. More pupils are now reaching the standard expected in Year 2, because of stronger teaching, improvements to the curriculum and additional support provided, such as the Reading Recovery programme and the Additional Literacy support. Pupils of all abilities are making good progress, particularly with their writing.
128. Standards in Year 6 in the 2001 national tests were below average but those seen in the inspection were average. Thus they have improved. This is because the implementation of the National Literacy Strategy and the better targeting of individual pupils is now having a good impact on raising standards. This is especially true in writing where standards of writing have improved and pupils attain average levels. Standards of speaking and listening, particularly speaking, are not as strong. The achievement of pupils of all abilities in Year 6 is good and there is little difference between the boys' and girls' standards, unlike in previous years.
129. By Year 2, higher-attaining pupils are keen to talk in front of others, and to ask questions, make comments or express opinions, whilst some lower-attaining pupils lack confidence and need encouragement. Higher-attaining pupils are able to identify adjectives from the story of 'The Rainbow Fish', and use words such as 'glimmering and flashing' to describe the fish's scales.
130. Pupils in Year 5 show understanding in discussion of the use of colloquial language

and 'standard' English. One pupil disagrees with the idea of a school snack shop, because 'chomping' the food may not let other pupils concentrate in lessons.

131. By Year 6, higher-attaining pupils discuss their favourite chapter in 'The Silver Sword' talking about how the words make a mind image, and how it must feel to be persecuted by the Germans in the Second World War. This links in well with their learning in history. However, the limited teaching of drama, and missed opportunities for discussion in some lessons, mean that pupils' speaking skills are not as developed as fully as they might.
132. Boys and girls make good progress in developing skills and strategies for reading by Year 2 and like to sit in the attractive book corner in Year 1. Most read at home regularly to parents and family. The reading record book provides good liaison between home and school, although comments in the book could be more evaluative, so that the pupils know how they should improve their reading. In school, they listen well to each other and take turns to read in small groups or to each other.
133. Lower-attaining pupils make very good progress within the Reading Recovery programme. This is because of high quality teaching techniques.
134. The majority of Year 2 pupils develop good fluency and are beginning to read with expression and to recognise exclamation and speech marks. They identify author and illustrator, and talk about the main events of the story. Higher-attaining pupils know how to use an index when they meet new words and use phonic strategies to decode them.
135. Through Years 3 to 6 the school recognises that progress in developing reading skills, particularly for boys, slows considerably, and steps have been taken to keep their interest. They now have an extended choice of texts, focused on the types of stories boys prefer, such as 'scary stories' or 'mystery stories'. Many pupils enjoy reading books at home and some attend the local library.
136. Lower and average-attaining pupils sometimes find difficulty in reading the text of the books they choose. Often the text is at too high a level, and when they do struggle through it, many of the words are unknown to them, making it difficult to have an understanding of the passage.

137. Higher-attaining pupils in Year 6, read with good expression and understanding of the text as it stands, but some find difficulty in interpreting what it means.
138. The reorganisation and restocking of the school library means that at present pupils' research skills cannot be fully developed, and they are mainly dependent on using books from their classrooms. This restricts independent learning.
139. Pupils' achievement in writing is good in both Years 2 and 6. In Years 1 and 2, they write diaries, directions and sequence instructions for making a sandwich. They write a report about their recent visit to Gatton Park, with descriptions of ants, worms, beetles and ladybirds. One pupil writes creatively about his 'Fantasy Castle - made of strawberry cream'. They use information books to discover 'Elephant' facts. Their sentences are simple or joined by 'and' or 'because', and are sometimes punctuated. Spelling of the most frequently used words is accurate, and otherwise phonetically recognisable.
140. Through Years 3 to 6, pupils build a sound knowledge of grammar, and experience writing in a good range of forms, such as diary, plays, retelling a story such as 'Stig of the Dump' and redrafting by word processor.
141. All pupils practise handwriting, including when they write vocabulary for homework and take pride in producing good neatly formed joined script. Lower-attaining pupils have poor spelling skills and are not always helped to develop strategies for improvement. For example, some pupils use word files and others do not. Dictionaries are underused. On the Christmas theme, a lower-attaining pupil successfully incorporated visual description into his poem 'A Cold Day - Icicles were hanging from drainpipes and the pond was frozen solid.'
142. Higher-attaining pupils used accurately punctuated and spelt, complex sentences, when they wrote about 'Creatures from Space or Fear of flying'.
143. The use of vocabulary is developed satisfactorily across the curriculum. The use of writing frames in science was seen to improve standards in pupils' writing of scientific investigations and this been a useful initiative.
144. The quality of teaching and learning is good throughout the school. Teachers' plans follow the National Literacy Strategy closely. The strength of the most successful teaching is in the planning to meet the needs of all pupils, so that those who need more active learning tasks, such as labelling, pointing and finding are kept on track because their interest is held.
145. Where teaching is less successful, planning of writing tasks is appropriate for the higher-attaining pupils but not targeted to meet the wide range of abilities within the class, in particular those with special educational needs. As a result, most pupils cannot work without some support.
146. Learning support assistants give good assistance to pupils with learning or behavioural difficulties to enable them to do the same work as everyone in the class, but often sit inactive during the whole class introductory session when they could be supporting pupils or assessing their work. Another feature of less successful teaching was the slow pace of the lessons, which involved pupils sitting on the floor for 40 minutes. One of the planned activities was too lengthy and could have been more effectively carried out in a small group session.



147. Homework is set regularly and this helps pupils with their handwriting, reading and spellings. Good literacy support is made for pupils who use English as an additional language, which has resulted in improved standards.
148. The quality of the teaching of literacy within other subjects of the curriculum is satisfactory. There are some good opportunities for writing in history, mathematics and science and the use of information and communication technology is becoming more frequent. The adoption of these new strategies is having a positive impact on standards.
149. The quality of leadership and management is satisfactory. The school analyses test and task results thoroughly and has set appropriate targets for the subject. However, the monitoring of the quality of teaching and the impact of this on developing consistency and the sharing of good practice has had limited effect on learning so far.
150. Good strategies are in place to identify pupils with special educational needs early in the foundation stage and as a result, appropriate action is taken to address their learning needs.
151. The procedures for assessing pupils' work are satisfactory, but the use of this information to guide curriculum planning is underdeveloped. Since the last inspection there has been satisfactory improvement. Progress in some areas, however, remains patchy and strategies for developing spelling skills by Year 6 still need to be addressed. However, following the successful introduction of the National Literacy Strategy there has been sustained improvement in points scores compared to the national trend.
152. The breadth of experiences in the literacy curriculum makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

## **MATHEMATICS**

153. In the 2001 national tests pupils in Year 6 attained below average standards. In the 2001 national tests pupils in Year 2 attained average standards. However, when compared with standards nationally, it is important to take into account pupils' well-below average attainment on entry to the school and the varying, but generally high percentage of pupils with special educational needs in the school, particularly in the current Year 2.
154. Pupils' attainment in mathematics has improved steadily since the previous inspection because of the introduction of the National Numeracy Strategy, the teachers' confidence has improved and the good use of assessment to identify pupils who need additional support or extra challenge.
155. Lesson observations, analysis of pupils' work and discussions with pupils during lessons, indicate that attainment in Year 2 is below that expected nationally, due to the significant proportion of pupils with special educational needs.
156. In the present Year 6, attainment is average, although the percentage of pupils likely to achieve the higher Level 5 is below national averages.
157. The school has adopted and implemented the National Numeracy Strategy well in most classes, and all lessons observed followed the recommended lesson format.

Samples of pupils' work demonstrate that they undertake a variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. Lesson observations confirm that pupils make appropriate use of their numeracy skills in other curriculum areas such as science, physical education, information and communication technology, and design and technology.

158. Most pupils in Year 1 count in 2's to 20, forwards and backwards and use odd numbers. After some practice, most show '5 o'clock' on their clock-faces and the majority understand how to show 'half past' the hour.
159. The majority of pupils in Year 2, count on and back in 10's to and from 100 and in 50's up to 1000. However, most need considerable adult support when working out shopping problems. A significant minority finds it difficult, for example, even with the help of plastic coins, to find the total cost of two items and give change from £1.00. Overall, pupils' attainment is below the national expectation for their age.
160. A significant minority of pupils in Year 3 attain above the national expectation for their age in their understanding of shape, position and sequence. They are secure and accurate when identifying three-dimensional shapes from a given description of the number of edges, faces and vertices, and several pupils independently used mirrors to add further information about lines of reflective symmetry.
161. In Year 4, pupils use all four mathematical operations to solve word problems involving real life situations. Most understand the concept of a flow diagram and a group of higher-attaining pupils design their own diagrams, extending to two-part functions – for example 'multiply by 2, add 7'. The majority of pupils work at appropriate levels, and challenge their partners with single-step functions.
162. Year 5 and 6 pupils are organised into mixed-age ability sets. The attainment of pupils in the lower-attaining set, which consists of those with special educational needs or with limited and irregular experience of school, is below and in some cases, well below expectations. Pupils require considerable support when estimating numbers on a number line and do not have a secure understanding of, for example, moving the digits to the left or right to multiply or divide by 10 or 100. Pupils in the middle ability set plot co-ordinates accurately and some draw translations and enlargements. All pupils in the higher-attaining combined Years 5 and 6 set work at the expected level and a minority of the Year 6 pupils in the set are working above national expectations in their understanding of probability.
163. Overall, the quality of teaching and learning in Years 3 to 6 is good. In the best cases, teachers' enthusiasm ensures that pupils are very well motivated and the overall pace of the lessons is very good. In most cases, teachers' classroom management skills are very effective in ensuring pupils concentrate on their work, and teachers utilise a good range of strategies to motivate and interest pupils.
164. The quality of teaching and learning in Years 1 and 2 is satisfactory overall. The quality of learning in most cases is linked directly to the quality of teaching in individual lessons. However, in two otherwise satisfactory lessons in Year 2, the teachers did not pay sufficient attention to grouping pupils according to their ability and did not provide appropriate work for each group. This resulted in some pupils finding the work confusing and requiring almost constant adult support to complete the task, thus slowing the overall pace of learning.
165. Most teachers plan lessons well, providing an appropriate range of resources and use

praise and questioning well. They ensure that all pupils pay appropriate attention, use correct mathematical vocabulary and terminology, and provide opportunities for pupils to explain their methods and to practise what they know. However, many lessons are over-long, with the result that pace and progress begin to slow towards the end of the lesson.

166. Pupils' attitudes and behaviour are satisfactory in Years 1 and 2 and good in Years 3 to 6. Most pupils enjoy lessons and are enthusiastic about their work, especially the quick mental and oral activities, which introduce each numeracy lesson. Most respond well to their teachers and work together without the need for constant teacher-intervention. However, in a minority of otherwise satisfactory lessons, in Years 1 and 2, there were periods of incidental chatter and inappropriate behaviour due, to a great extent, to confusion about how to tackle the set tasks.
167. The quality of leadership and management is good. Assessment has been used well to identify pupils who would benefit from the supplementary mathematics activities. These are designed to target those pupils needing additional support and to help them achieve the national expectation in the national tests at the end of Year 6, and those higher-attaining pupils who have the potential to attain the higher levels. The co-ordinator has undertaken an analysis of pupils' responses in the national tests, which has been used well to focus teaching on pupils' weaknesses. Significant funding has been allocated to purchase additional resources to support the National Numeracy Strategy.

## **SCIENCE**

168. In Years 1 and 2, pupils' knowledge of life processes and living things is a strength. For example, they create different growing conditions for seeds, study the germination of beans and grow a variety of plants. Their knowledge of what plants and other living things need to sustain growth is at the expected level for their age. In a good Year 4 lesson, pupils attained average standards because they could differentiate between 'endo' and 'exo' skeletons and could explain why a skeleton was necessary, for example, 'you'd be like jelly without one'.
169. In Years 3 to 6, pupils make good progress in their understanding of how to conduct a fair test and the reasons for having a control group with which to compare their results. They conduct experiments and test theories, for instance, that metals are generally good conductors of electricity. They appropriately design electrical circuits incorporating a battery and a range of switches to make electrical devices work and change the number or type of components to make bulbs brighter or dimmer. Pupils conduct experiments to dissolve solids and understand that some will not dissolve and then separate these mixtures back into their component parts. They record their observations logically, but do not always use information and communication technology as often as they might, to produce different ways of recording what they have discovered. Lower-attaining pupils find this more difficult than others and need reassurance before they proceed with their investigations.
170. From work analysed in Year 1, pupils know about the different seasons, and the reasons why humans need different types of clothing to keep them warm or cool, and name different parts of the body. In Year 2, pupils know about healthy eating and exercise, different forms of energy, such as sound, light and heat, and about static electricity and circuits. Most have a secure knowledge of materials and their properties, changes in substances such as melting ice and making toast and the characteristics of different animals. Pupils have a good knowledge of what plants

need to grow, the effects of light, air, water and temperature on the rate of growth, how water and minerals are taken into the plant, and the function of parts of the plant contributing to capillary action. In Year 3, pupils discover which substances are magnetic, use the terms attraction and repulsion correctly and draw simple, clear diagrams to illustrate their findings. In Year 4, pupils' strengths are in their knowledge of mammals, birds and reptiles. As part of their work about vertebrates and invertebrates, and they fully understand why the characteristics of each species are different and classify them into the appropriate groups.

171. Pupils in Years 5 and 6 understand reversible and irreversible changes and understand the terms evaporation, condensation, melting, boiling and freezing. They have a good understanding of the role of yeast in baking bread and know that micro-organisms are too small to be seen with the human eye and which are harmful and cause disease. Pupils classify and group materials accurately on the basis of their properties and relate them to their everyday uses. Pupils draw detailed diagrams of the structure and name the main parts of a flowering plant and understand the role each plays in pollination and the life cycle of that plant. In Year 6, pupils record the results of their experiments well when working with materials to create maximum air resistance, for example, when they design a parachute. There are good links made with their work in mathematics, especially in data handling, and pupils are encouraged to work independently and to record their own observations.
172. Pupils with special educational needs and those who use English as an additional language are well supported in their learning and make good progress. The different groups of pupils within the school are integrated well in lessons and their contributions are valued.
173. All pupils enjoy their scientific work, learn at a reasonable rate and their behaviour is good with positive attitudes and responses. In the main their work is well presented.
174. Curricular provision is good. Generally pupils produce good quality work particularly when they experiment and make discoveries for themselves. The recent visit to Gatton Park has proved invaluable in this work, and the resources and input from the park staff have had a beneficial effect on the pupils' learning. For example, pupils learn to use scientific terms, such as hydrostatic and exo-skeleton to describe the different types of skeletal structures in the animal world.
175. The quality of teaching and learning is satisfactory in Year 2. It is not possible to make a firm judgement about the quality of teaching and learning in Year 6 due to timetable factors. The quality of the teaching observed in other year groups was good. In a good lesson for Year 2 the teacher used cress seeds well to stimulate the pupils' interest in the importance of collecting evidence to support ideas, and to apply their knowledge to a new situation.
176. Teachers have secure subject knowledge and use the appropriate scientific vocabulary regularly to reinforce pupils' learning. When teaching is very good, staff set a brisk pace and have very good knowledge of what they are to teach, which they share very effectively with pupils. In the best lessons, staff build effectively on what pupils have already learned and encourage them to work together collaboratively and co-operatively. Pupils are set a variety of suitable written tasks which they complete accurately and with care. Teachers use questioning very well, for example, asking if a 'pinch' is sufficiently accurate for investigative scientific work.

177. Planning is good. Lessons are well organised and learning support assistants are deployed effectively. However, sometimes there are not any clearly identified activities to extend the higher-achieving pupils. All the necessary elements of the science curriculum are taught with a good variety of approach and reasonable consistency across and within year groups. A satisfactory emphasis is given to the development of the skills of enquiry with pupils undertaking and recording their own investigations.
178. Staff are keen for pupils to work independently and to use their own initiative. There is some evidence of pupils recording their observations independently, but at times they use photocopied worksheets, which tends to restrict independent learning.
179. Overall, the marking of pupil's work is satisfactory. In good examples, staff make relevant suggestions over how the work can be improved, but this is not consistent across the school.
180. The quality of leadership and management is satisfactory. The approach to teaching and learning gives a suitable emphasis to practical work, especially in Years 3 to 6. The co-ordinator intends to continue the monitoring of teaching in order to ensure consistency across the school and to develop the subject further. The quality and quantity of resources are adequate. There are plans to develop the outdoor area to provide a pond and wild life area as additional learning resources.

## **ART AND DESIGN**

181. Pupils attain average standards by the end of Year 2 and Year 6. This judgement is similar to that made at the time of the last inspection for Year 6, but standards in Year 2 are now lower. In the main, this is due to the fact that insufficient time is given to teaching art and design and also to a change in the school's priorities.
182. Pupils, including those with special educational needs, achieve satisfactory standards: they are well supported where necessary and work confidently alongside other members of the class. There is no evidence that the school provides opportunities for pupils who have a particular talent in the subject to use and develop their skills and knowledge at a higher level.
183. In Years 1 and 2, pupils' work is satisfactory overall. By the end of Year 2, pupils experience an adequate range of well-planned opportunities, although three-dimensional work is under represented and the occasions when a range of media is used within a piece of work are limited. In Years 5 and 6, evidence in some sketchbooks demonstrates pupils' skills in colour mixing, creating textures, sketching and experimental work with pastels and paints. In Year 3, pupils work from a given starting point and develop good ideas for later use. Pupils use sketchbooks well but this is not the case throughout the school. Too often books are full of imaginary drawings, rather than collections of visual information for use at a later date. Books are not used on a regular basis and, therefore, pupils do not learn to refer to them as a matter of course for ideas and inspiration before commencing a piece of work. Sketches made during visits or use of the local environment are not apparent.
184. Pupils draw, paint, make collages and work with textiles. For example, collage is used to good effect in a picture of Joseph's many-coloured coat and a large scale work depicting the story of 'Handa's Surprise'. Interesting work on dragons and coral reefs was evident during the inspection. Pupils have many opportunities to compare approaches, methods and ideas in their own work, and that of others, including the

work of famous European artists.

185. The quality of teaching and learning is satisfactory overall and varies according to the expertise of the teacher. The quality of teaching and learning in Years 3 to 6 is satisfactory. An analysis of pupils' work across all the year groups indicates that the teaching of a range of skills in art and design enables pupils to make satisfactory progress. Teachers make good links with other areas of the curriculum using artwork as a means of recording experiences both imaginary and real.
186. In a very good Year 5/6 lesson, for example, pupils used the starry night sky in Vincent Van Gogh's painting and selected a part of the picture and using different media recreated their selected area incorporating different elements such as colour, pattern, line and shape. The very good teaching enabled pupils to successfully replicate the swirling style used.
187. In a good lesson in Year 2, features included an excellent collection of resources to inspire pupils and to give them ideas for their work on fish and underwater designs. The teacher gave clear explanations, so that pupils knew exactly what was expected of them, and used skilful questioning to challenge pupils to find ways of improving their work. Pupils had previously used a colour wash technique for the background of their pictures and now set about the task of more detailed painting of the foreground. The teacher gave a lot of encouragement and kept the pace brisk. As a result the pupils painted with confidence and enthusiasm, discussed their work with each other and worked well together. Unfortunately, their achievements were limited in part by the poor quality of the brushes they were using.
188. In a Year 6 lesson, pupils created their own still-life arrangement and chose their own medium and technique to demonstrate their knowledge and skills to create feelings of texture and light and shade in their work. The good planning by the teacher ensured that pupils acquired skills over a series of sessions so that, during the final lesson observed, they used these skills effectively. As a result of the good teaching many pupils reached above average standards.
189. Differences in the quality of learning across the mixed Year 5 and 6 classes are marked and are directly related to teachers' confidence in the subject.
190. The planned curriculum covers a satisfactory range of materials and processes except for the use of information and communication technology, both as a starting point for creative work and as a method of recording observations.
191. The co-ordinator provides good leadership overall. However, in spite of formal procedures for monitoring teaching and learning, inconsistencies of provision exist. Time allocation and resources vary and links to other curriculum areas are not assured across year groups. A useful list of skills is provided to help teachers plan a range of experiences for pupils. The list is put to good use by older pupils, who fix it into their sketchbooks and check off the skills themselves.
192. Resources are adequate: a basic range of paper, brushes and paints is available in each classroom. However, lessons were observed where the standard of pupils' work could have been improved if they had been given a range of brushes of different thickness or hard and soft drawing pencils.
193. Displays of pupils' work considerably enhance the environment of the school and celebrate pupils' achievements. Many very good large-scale pieces of work are the

result of collaborative effort and deserve more careful study than their position, very high up on walls in the hall, can afford the viewer. They represent studies of Western artists from different times but non-Western art and design is underrepresented. The failure to develop awareness of other cultures was commented upon at the time of the last inspection.

## **DESIGN AND TECHNOLOGY**

194. Pupils undertake a satisfactory range of activities in which they design, make and evaluate products. Attainment at the end of Year 2 and Year 6 is satisfactory and pupils make satisfactory progress in the subject as they move through the school. It was not possible to make a judgement about the quality of teaching and learning due to the timetabling.
195. During the current school year, Year 1 pupils have undertaken paper-sculpture activities, used recycled materials and pre-formed wheels to create wheeled-vehicles and made sliding mechanisms of a satisfactory standard. Year 2 pupils have designed and made wind-power models - 'land yachts', and designed and made felt glove puppets.
196. In Year 3, pupils have designed and made Viking shields, swords and cereal boxes. Year 4 pupils have designed, made and evaluated 'Harry Potter' money containers, some to a good standard, and used pulleys to lift weights. Year 5 and Year 6 pupils have used 'art straws' to make and test suspension bridges, and designed and made pizzas and also masks to support their project on the Ancient Greeks.
197. The co-ordinator has introduced the national guidelines for the subject which ensure continuity and development in the key skills as the pupils move through the school.
198. The subject has a satisfactory range of resources and some classrooms are equipped for Food Technology activities. Little use is made of information and communication technology to support pupils' learning in design and technology in, for example, the designing element.

## **GEOGRAPHY**

199. Since the previous inspection, standards have been maintained and are at the expected level in Years 2 and 6. By the time pupils are seven, they have a satisfactory understanding of the features and characteristics of different environments. For example, in Year 2, pupils learn about seashores and the seabed, which link to scientific and historical studies. Pupils study a village in Africa and compare the physical characteristics of Tanzania and Kenya to enhance their map skills and knowledge of different environments. They also link geographical work to stories such as 'Katie Morag' and record their observations of the 'Isle of Struay'. Those pupils identified as having special educational needs and those who use English as an additional language make good progress and all groups of pupils are well integrated in lessons.
200. Pupils talk confidently about the characteristics of rainforests and also study sea routes. In Year 1, pupils distinguish clearly between shops and houses and accurately map their route to school using simple maps.
201. In Years 5 and 6, pupils have a satisfactory knowledge of mountainous regions and climatic changes. Their studies include the Kalahari Desert, its characteristics and

comparisons between it and the polar regions, rainforests and deserts.

202. Their geographical work links well with the Year 6 visit to the Isle of Wight where pupils learn first-hand about rocks, maps, sea erosion and features of the island.
203. In Year 4, pupils use maps and symbols appropriately to identify places further afield, such as the 'Chembakoli' village and use their organisational skills to create fact files about India. They look at improving the environment, how and where we spend our time, for leisure and work, and how we use the environment.
204. In Year 3, pupils investigate the local area and understand how the media report on events in the locality. They know how weather impacts on our lives, for example in tourism and travel, developing an early understanding of economic geography.
205. The quality of teaching and learning is satisfactory. In Year 2, resources are used well to help motivate pupils. Teachers have secure subject knowledge and they plan lessons to offer a sequence of activities, with links to other subjects, such as science and art. Classroom management is appropriate, although sometimes the lessons are rather long, which means the pupils become somewhat restless and over-excited and their concentration diminishes. Pupils' work is marked and dated, but there are few comments from staff to help pupils make improvements in their work. However, in the upper part of the school there is insufficient extension work for those pupils who learn quickly. Information and communication technology is insufficiently used to help develop pupils' understanding or to extend their experiences.
206. The quality of leadership and management is satisfactory overall. The subject policy has been recently reviewed and the school follows the national guidelines. The headteacher and deputy headteacher monitor teachers' plans and pupils' work to ensure that they are making the progress that they should and that teachers appropriately follow the school's programme of work.



207. Resources are adequate, with a good range of books for research. Some good use is made of information and communication technology, for example, using 'Roamers' for directional work, but overall this tends to be underdeveloped in the school. The local environment and surrounding areas are used well, however, for example, for field trips to Beaulieu and Guildford.

## **HISTORY**

208. Pupils achieve standards at the expected level at the end of Years 2 and 6. This is a similar judgement to that made at the time of the last inspection. Pupils with special educational needs and those who use English as an additional language make good progress.
209. In Year 2, pupils describe the Great Fire of London and summarise why certain people were famous. These include George Stephenson, the inventor of the 'Rocket', Alexander Graham Bell and the first telephone, and the work of Florence Nightingale in the Crimea. Pupils make comparisons about summer holidays in the past and nowadays and link them to studies about the beach and seaside in science and geography. From analysis of pupils' work in Year 1, pupils study the Victorian era, make comparisons about the past and present, and consider homes, styles of dress and a Victorian classroom. They also study the stories of people from the past, such as 'Guy Fawkes'.
210. In Year 3, pupils' work includes invaders, such as the Romans, Vikings and Anglo-Saxons. The work of higher-attaining pupils is well documented, attractively presented and covers in some depth, various aspects of people's lives: for example, Roman mosaics, numerals, the army, religion and Roman baths. Clear comparisons are made between Celtic warriors and Roman soldiers, and the different pagan symbols, traditions and beliefs of Vikings and Anglo Saxons. Work by Year 3 pupils is enhanced further by the various visitors who come to the school, engage them in role-play and develop their ideas about artefacts, such as how soldiers dressed and the implements they carried.
211. In Year 4, pupils develop an appropriate sense of chronology and the differences in lifestyles by their study of Henry VIII and Tudor times and Ancient Egypt. Pupils' work is very detailed and well presented, especially that of higher-achieving pupils. Staff enhance pupils' progress by making relevant comments on how to improve their work. Teachers humorously use present day media to reinforce pupils' learning, for instance a newspaper cutting referring to Henry VIII and his six wives, which describes him as a 'Monster Monarch'.
212. In Years 5 and 6, pupils study Ancient Greece, the Aztecs and Christopher Columbus. This work is informative and well presented, covering for example, places of interest such as Rhodes, Athens and Troy, with good links to geography, and making reference to the Greek alphabet and the differences between Sparta and Athens. Class teachers' comments are relevant and encourage improvement in work about 'Icarus', the Trojan horse and Aztec customs. The quality of the work produced by higher-attaining pupils is accurate and detailed. Lower-attaining pupils also produce good work on aspects of the Second World War, with imaginative and sensitive pieces of writing.
213. The quality of teaching and learning is good at the end of Years 5 and 6. However, it is not possible to make a firm judgement about the quality of teaching at the end of

Year 2 due to timetabling arrangements. Staff are well prepared and have a secure subject knowledge. In a very good lesson to the combined Years 5 and 6 class, the teacher's subject knowledge was very good. In the best lessons teachers are well organised and use resources effectively. In recording what they have learnt, pupils reinforce their literacy skills well. However, sometimes work of lower-attaining pupils is rather untidy, and although work is marked there are few comments to help pupils improve. Some good use is made of information and communication technology in researching Greek gods and pupils keep a 'computer diary'. They also work co-operatively on files about Greek pottery and sculpture.

214. Staff have good relationships with pupils and clear expectations for behaviour. When learning support assistants are used their deployment is effective and they spend time familiarising themselves with the lesson plan before helping pupils to pay attention and share ideas. Staff set a good pace in lessons, present evidence clearly and encourage pupils to use their research skills. Information and communication technology, however, is insufficiently used to enable pupils to develop their skills further.
215. The quality of leadership and management is satisfactory overall. As a result of a recent policy decision the subject is to be given a higher priority in future. The subject is supported by a scheme of work and the school follows the national guidelines. Years 5 and 6 have a two-year rolling programme to accommodate the mixed age classes.
216. Lesson plans and samples of pupils' work are monitored. Although there is no monitoring of teaching and learning at present, pupils' work is assessed termly. Resources for history are adequate and the co-ordinator intends to develop the storage of resources to encourage pupils to develop their skills in research and independent working.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

217. Despite improvements in the curriculum, insufficient time has elapsed for older pupils to achieve the expected standards and, as a consequence, attainment at the end of Year 6 is below national expectations. In Year 6, although pupils' attainment in the communicating and handling information attainment target for the subject is broadly satisfactory, opportunities for pupils to develop skills in the controlling, monitoring and modelling aspects of the curriculum are a recent innovation. Pupils in Years 1 and 2 make good progress as a result of significantly improved resources, staff training and confidence, and the introduction of a whole-school scheme of work. As a result, standards are in line with the national expectation for their age.
218. In Year 2, pupils have sequenced illustrations of the life cycle of a bean, clicking and dragging to re-arrange the illustrations into the correct sequence and, in an observed lesson, were investigating how to make shapes and 'flood fill' them with colour using a drawing program.
219. In a Year 1 lesson, pupils learned about icons and highlighting and dragging to produce instructions to make a sandwich. In previous lessons, Year 2 pupils produced accurate and colourful graphs to plot data from a traffic survey and labelled an illustration of a flower in science.
220. In Year 3, pupils used a variety of graphs well to display information such as hair colour, and produced articles for The Furzeffield News class newspaper. In Year 4,

pupils worked creatively with a numeracy CD-ROM program to revise and practise the use of an on-screen flow diagram. Pupils know how to open the appropriate program and negotiate menus, use the mouse confidently and shut down computers correctly. In a Year 4 lesson, pupils produced newspaper reports on India with imported illustrations and experimented with a range of fonts and font sizes.

221. In Years 5 and 6, pupils used the Internet to search for articles relating to their current topics and have used a software package to produce titles for their work. There was evidence of Year 5 pupils using information and communication technology appropriately to take readings of their pulse and heart rate during exercise. However, no other evidence was available of pupils having opportunities to practice the 'control and measurement' and 'modelling' aspects of the curriculum and, overall, attainment in these areas of the curriculum is unsatisfactory.
222. The quality of teaching and learning in Years 1 and 2 is good overall. The co-ordinator teaches both Years 1 and 2 and gives clear instructions and guidance to pupils, uses appropriate vocabulary and questioning well to probe pupils' learning and understanding, and provides good support for pupils with special educational needs.
223. The quality of teaching and learning was satisfactory in a Year 4 lesson observed. Most pupils responded well to the opportunities for direct 'hands on' experience provided by the information and communication technology suite computers, although a small minority of pupils needed constant teacher-intervention in order to remain focused on the task set.
224. Pupils' attitudes and behaviour in the lessons seen were good in Years 1 and 2 and satisfactory in Years 3 to 6. Most pupils enjoyed the opportunity to work at the computers and worked together with their partners appropriately, taking turns and sharing resources.
225. The quality of leadership and management is good. The well qualified, enthusiastic co-ordinator has introduced whole-school assessment procedures and has a good overview of the subject. The weakness in the control and monitoring provision has been recognised by the school and equipment has been ordered (and borrowed) to overcome the historical weaknesses in this area.
226. The school has a valuable resource in the well-equipped information and communication technology suite. The significant advantage of this central area has been to provide each class with the opportunity of a weekly, timetabled, information and communication technology lesson. The suite is currently used well to support learning in other curriculum areas, particularly literacy and numeracy, as are the school's 'laptop' computers. In a Year 5 literacy set, for example, half the class did their work on desktop and half on laptop computers. All the staff have undertaken training using the new equipment and the nationally approved scheme of work has been introduced. However, some teachers still lack expertise and confidence in some aspects of the curriculum, notably in the elements of control, monitoring and modelling.

## **MUSIC**

227. Pupils throughout the school attain satisfactory standards for their age and thoroughly enjoy their music making activities. Standards have been maintained since the last inspection.

228. In Years 1 and 2, pupils sing with enthusiasm and pupils in Years 3 to 6 work hard to perfect their performance, matching the dynamics of their voices to the demands of different songs. When singing as a large group, pupils throughout the school sing with obvious enjoyment and successfully change from a quiet reflective hymn to a lively piece, performing both equally well. Those who are confident are eager to perform for the rest of the school. They follow the music well when singing in parts. Pupils in Years 1 and 2, for example, sang in turn to perform a song in two parts while those in Years 5 and 6 perfected their performance of a two part round.
229. Pupils' composing skills are not as strong as their performance skills, but they attain average standards by the end of Year 6. Pupils appropriately use terms such as 'crescendo' and 'staccato' when they describe their work and are beginning to understand how music can be written down. All pupils are equally included and staff are very conscious of those who need additional support. The school does not provide regular opportunities for pupils who have a particular talent in the subject to use and develop their skills at a higher level, but annual productions, participation in music festivals and the particularly popular 'talent contest' give opportunities for pupils to demonstrate what they can do.
230. The quality of teaching and learning throughout the school is satisfactory. This is an improvement since the last inspection. Music is taught mainly by class teachers. Lessons are carefully planned and those seen had a good pace. As a consequence, they run smoothly and pupils make progress.
231. Good features of a lesson observed in Year 2, were effective questioning by the teacher to draw out particular learning points and her correct use of technical vocabulary. Teachers have high expectations of behaviour and, even in large-group singing sessions, pupils behave very well. Pupils in Years 5 and 6 improved their performance because the teacher meticulously drew their attention to details of the tempo and dynamics demanded by the piece they were studying. Pupils have few opportunities to listen to a range of music from different times and cultures.
232. The subject does not enjoy a high profile within the school and could make a greater contribution to pupils' spiritual and cultural development. There is little evidence of displays of pupils' work or of music used as a starting point for lessons in other subjects and, therefore, pupils do not have the opportunity to make links between music and other areas of their learning. Very little work was offered for analysis and pupils' performances are not regularly recorded in order that they can listen to and evaluate what they have done. There are no after school clubs to enhance musical opportunities for pupils.
233. There is a brief but clear school policy for music and the school is just completing the second cycle of the nationally devised schemes of work. The effectiveness of teaching and learning based on these plans has yet to be reviewed and the school also recognises that there is a need to develop a whole school approach to assessment in music.
234. Careful attention has been given to the work planned for mixed age classes, in order that pupils do not repeat lessons, but the time allocation for the subject throughout the school needs to be increased.
235. The school has an adequate range of suitable instruments for pupils' use and has added a small collection of those from other cultures since the last inspection. The possibilities afforded by information and communication technology are only just

beginning to be explored and the school has made little progress in this area. A part-time teacher has taken some responsibility for resources, and the planning and teaching of music in Years 1 and 2.

236. The quality of leadership and management is barely satisfactory. As a result, some weaknesses in pupils' attainment and in the curriculum for music have not been addressed. However, the temporary co-ordinator has involved the school in various festivals and musical events that complement and enrich pupils' experiences. Such events offer pupils good opportunities to perform as well as providing enjoyment for parents and members of the local community.

## **PHYSICAL EDUCATION**

237. Year 6 pupils attain above average standards in games. This is an improvement on the standards found at the time of the last inspection. It was not possible to make a judgement about standards in gymnastics or dance due to timetabling arrangements. Year 2 pupils attain above average standards in gymnastics and games. This is also an improvement on standards found at the time of the last inspection.
238. Strengths in Years 5 and 6 girls' attainment, in netball, are in their ability to pass accurately by bouncing or lobbing the ball, both over and under-arm, to block opponents and to feint and dodge effectively in order to create shooting space. Boys and girls, in Years 5 and 6, follow rules closely and compete fairly when playing team games. In athletics, older pupils use their arms and upper body well to inject more power and speed into their running and they adeptly use a variety of techniques to catch and throw accurately.
239. Pupils in Year 2 use apparatus creatively to replicate the movements of animals. During such activities many climb confidently, synchronise leg and arm movements in order to move safely up ropes or climbing frames. In Year 1, pupils attain above-average standards for their age when bouncing, catching and directing large and small balls.
240. Pupils of all ages have a good understanding of the need to warm up and cool down before and after physical activity. Teachers make good links with pupils' work in science to increase their awareness of the effect of exercise on the different organs, muscles and joints.
241. Overall, the quality of teaching is good throughout the school. In the best lessons, teachers use their subject expertise effectively to demonstrate techniques to help pupils improve their performance. This was evident in a Year 1 games lesson, in which pupils made good progress in their ability to catch, bounce and direct different sized balls. Because the teacher showed pupils how to weight their bounces, catch softly and keep their eye firmly on the ball, pupils enthusiastically practised and improved. A strength in the teaching in all lessons observed was the good use of equipment to both challenge and interest pupils and to help them achieve well.
242. Overall, pupils achieve well. In some classes there are many more boys than girls and in these circumstances, teachers ensure that boys do not dominate equipment and that girls contribute fully in demonstrating their skills to the rest of the class. As a result girls attain standards similar to those of the boys.
243. Where pupils have special educational needs, they are often well supported by teaching assistants whose prompts and encouragement enable them to play a full

part in activities and make good progress in developing their physical skills. Teachers also ensure that those pupils in their class who use English as an additional language fully understand instructions by emphasising them visually. As a result these pupils play a full part in lessons, enjoy their activities and often attain good standards.

244. Teachers provide a very good model for pupils by wearing appropriate clothing whilst teaching. This has a marked effect upon the pupils' own dress. During the inspection, all pupils wore the school's recommended outfit during lessons, which added significantly to the pride they took in their performance and the positive and purposeful way in which most lessons were conducted.
245. The curriculum is broad and balanced and fully meets the requirements of the National Curriculum. In addition, the school offers pupils in Years 3 to 6 opportunities to participate in after school clubs which enhance their physical, social and moral development. These include football, athletics, netball and cross-country running. Pupils in Year 4 have a year's swimming tuition and attain standards in line with expectations for age. In Years 3 to 6 pupils experience residential visits during which they orienteer and climb over rough terrain. They accept personal challenges and learn to work co-operatively in teams. For a significant minority of pupils such visits represent a rare opportunity for them to experience different locations and meet a wider range of people. This contributes very well to their cultural, personal and social development.
246. Good use is made of information and communication technology, for instance, in a combined Years 5 and 6 lesson, pupils recorded their pulse rate before and after exercise onto a laptop computer
247. Overall, the quality of the leadership and management is satisfactory. Strengths exist in the degree of support teachers receive from the co-ordinator, the wide range of teaching resources, the number of fixtures against other schools and pupils' good participation in district sports events. The school has supported a particularly able cross-country runner in attaining county status. Weaker aspects of the management include the lack of systematic formal assessment of pupils' attainment and progress. This means that the highest-attaining pupils are not always set tasks in lessons which challenge them fully. Neither is there any monitoring of the quality of teaching. This means that the expertise of individual teachers is not fully recognised or used for the benefit of the less confident teachers and pupils.

## **RELIGIOUS EDUCATION**

248. Standards are broadly in line with those set out in the Locally Agreed syllabus by the end of Years 2 and 6, and pupils' achievement in those year groups is satisfactory. This is a similar judgement to that made at the time of the last inspection. Attainment is restricted by the lack of visits to places of religious interest, other than the local churches, and few visits are made by members of other faith communities.
249. The quality of teaching and learning is satisfactory. In the lessons observed, the quality of teaching and learning ranged from good to unsatisfactory. Teachers have a satisfactory knowledge and understanding of the subject, plan effectively and relate moral issues to a religious context. Whether learning about the Creation or about Hinduism, teachers use the art of story-telling, and relate the story to moral issues, such as care for the environment and looking after God's world. This helps foster a strong sense of respect for the range of religious beliefs, and also contributes to pupils' moral development.

250. In a minority of lessons in which the diverse faiths represented among the pupils are not fully drawn upon, teaching is less effective. In one unsatisfactory lesson pupils found it difficult, through a lack of adequate explanation, to understand the suffering of the Jewish people in the Wilderness of Sinai, after their flight from Egypt. Few resources were available to help them.
251. Teachers do not formally assess pupils' work against the attainment targets of the Agreed Syllabus. This leads to them sometimes planning work that is not always matched to pupils' needs, including the needs of higher-attaining pupils, and is preventing the school from gaining full benefit from the good teaching in individual lessons. As a consequence, pupils in Years 5 and 6 learn similar facts about Judaism to pupils in Year 2, albeit at a more sophisticated level of understanding.
252. Pupils' learning is enhanced by the good range of teaching methods, many of which give them direct experience of religious beliefs and create strong interest. One class of older pupils developed a wider appreciation and understanding of the Jewish faith when they learnt about the coming of age ceremony for boys and girls. This lesson, involving the use of pictorial representations and religious artefacts, engendered thoughtful discussion, and pupils from all backgrounds and faiths were able to share their knowledge and experiences. Younger pupils were shown how to have respect for the Hindu faith and learnt about pride and vanity through a story from the Hindu scriptures.
253. Since the time of the last inspection, religious education has been given more emphasis within the Primary School's curriculum. The school has insufficiently taken this into account and some classes spend too little time on the Agreed Syllabus to ensure sufficiently high standards by the end of Year 6.
254. However, the programme of work does not always make an effective contribution to pupils' literacy skills. Pupils are not encouraged to write independently, and too much is copied. Work is not always recorded. There are few links between religious education and the literacy hour, and limited use is made of information and communication technology. Speaking and listening skills develop well, particularly those of pupils who use English as an additional language.
255. The quality of leadership and management is satisfactory overall. However, there are some weaknesses in the co-ordination of the curriculum to ensure that pupils build systematically upon their knowledge and skills, and in ensuring that teachers make better use of the school's resources to support learning.