

INSPECTION REPORT

Twerton Infants' School

Bath

LEA area: Bath & North East Somerset

Unique Reference Number: 109007

Inspection Number: 197135

Headteacher: Mrs E Whiting

Reporting inspector: Mrs A Coyle
20603

Dates of inspection: 13th – 16th September 1999

Under OFSTED contract number: 706936

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. 0171421 6567

INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery & Infant
Type of control:	County
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Poolemead Road Twerton Bath BA2 1QR
Telephone number:	(01225) 423526
Fax number:	(01225) 314745
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Brown
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Angela Coyle, RgI	Science Music Physical education	Attainment and progress Teaching Leadership and management
Chris Ames, Lay Inspector	Special educational needs Information technology (support)	Attendance Support, guidance and pupils' welfare Partnerships with parents and the community
Madeline Phillips	Mathematics Religious education Art Design & technology	Efficiency of the school Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development
Robert Bailey	Under-fives English Information technology Geography History Equal opportunities	Curriculum and assessment Staffing, accommodation and learning resources

The inspection contractor was:

PPI Group Ltd

7 Hill Street
Bristol
BS1 5RW

Tel: (0117) 9349944

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints, which are not satisfactorily resolved by the contractor, should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1 - 2
- Key indicators 3

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 4 - 11
- Attitudes, behaviour and personal development 12 - 17
- Attendance 18

Quality of education provided

- Teaching 19 - 25
- The curriculum and assessment 26 - 32
- Pupils' spiritual, moral, social and cultural development 33 - 36
- Support, guidance and pupils' welfare 37 - 40
- Partnership with parents and the community 41 - 45

The management and efficiency of the school

- Leadership and management 46 - 50
- Staffing, accommodation and learning resources 51 - 54
- The efficiency of the school 55 - 58

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	59 - 71
English, mathematics and science	72 - 85
Other subjects or courses	86 - 104

PART C: INSPECTION DATA

Summary of inspection evidence	105 - 107
Data and indicators	108

MAIN FINDINGS

What the school does well

- Pupils achieve good standards in information technology, art and design and technology. They make good progress, overall, during their time at the school.
- The Literacy Hour has been introduced to good effect and there are good procedures for assessing pupils' work, generally.
- The provision for pupils' moral, social and cultural development is good. Pupils are given good help and guidance and the provision for pupils with special educational needs is also good.
- There is a significant amount of good teaching throughout the school. Teaching is sometimes very good indeed for the under-fives in the nursery and reception classes and at Key Stage 1. Teachers are caring and dedicated to the education of their pupils.
- The school is very well managed by the headteacher, who works closely with the deputy headteacher and senior management team to ensure a strong sense of purpose and very good pastoral support of pupils.
- The co-ordinators provide good leadership to their colleagues and have clear systems for monitoring the teaching and learning.
- The school has a good supply of resources to support learning.

Where the school has weaknesses

- I. Standards are slightly below average in English and mathematics, particularly in speaking and listening, and in numeracy. Standards are also below the expected levels in history and geography.
- II. Teachers' daily planning sometimes lacks a clear focus for learning.
- III. The time allocated to the curriculum does not clearly specify the provision for pupils' personal and social education.
- IV. The role of the governing body is under-developed in monitoring the curriculum and spending.
- V. Statutory requirements are not met to provide the correct information in the governors' annual report to parents.

The weaknesses are outweighed by the strengths, but they will form the basis of the governors' action plan, which will be sent to all parents, and carers of pupils at the school.

How the school has improved since the last inspection

The school has made a number of improvements since the previous inspection in 1996. It has improved the roles of the subject co-ordinators who now monitor teaching and learning carefully. The planning of the curriculum and assessment procedures has also been improved in order to make sure that pupils progress through the schemes of work. The school's resources for learning have been improved and are now good. The monitoring of expenditure has been developed, but the governors still do not adequately ensure the cost-effectiveness of the decisions taken. However, the school is well placed to make further improvements because it is well managed by the very efficient headteacher and her dedicated staff.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	E*	E	<i>Average</i>	<i>C</i>
Writing	E	D	<i>below average</i>	<i>D</i>
Mathematics	E*	D	<i>well below average</i>	<i>E</i>

The above table shows that the results of the 1998 standard assessment tests were well below the national averages. They were below average in writing and mathematics when compared to similar schools and well below average in reading. However, the current inspection findings do not agree with last year's results, but show that standards have improved considerably; they are now only slightly below average in English and mathematics and average in science. Pupils achieve good standards in art, design and technology and information technology. Although standards are below the expected levels in geography and history, they are in line with the national expectations in religious education, music and physical education. Children under five do not achieve the desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development by the time they are five, but they make steady progress, overall. They make good progress in physical development and achieve the expected outcomes.

Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Satisfactory
Science		Satisfactory
Information technology		Good
Religious education		Satisfactory
Other subjects	Satisfactory	Satisfactory

The quality of teaching is satisfactory, overall, with many good features. There is a substantial amount of good teaching and some very good teaching throughout the school and in the nursery. Of the 47 lessons observed, 96 per cent were judged to be at least satisfactory, with 36 per cent good and 11 per cent very good teaching. Only four per cent of teaching was less than satisfactory.

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

Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory. Pupils generally have positive attitudes to learning.
Attendance	Satisfactory. Pupils arrive on time for school and are punctual for their lessons. The school has improved the rate of attendance since the previous year.
Ethos*	Satisfactory. The school promotes a positive learning environment in which there is a strong sense of purpose and very good pastoral support of pupils. Staff are committed to promoting high standards.
Leadership and management	Good. The school is very well managed by the headteacher, and is supported well by the deputy headteacher, senior management team and the subject co-ordinators. The governing body, although keen to be involved, has yet to improve its role in monitoring the curriculum and finance.
Curriculum	Satisfactory. The school provides a suitably broad and balanced curriculum for its pupils at Key Stage 1 and for the under-fives.
Special educational needs	Good. Pupils are well supported by learning support assistants and the special educational needs' co-ordinator.
Spiritual, moral, social & cultural development	Good provision for pupils' moral, social and cultural development. Satisfactory provision for spiritual development.
Staffing, resources and accommodation	Satisfactory. Good staff development opportunities and good resources for learning.
Value for money	Satisfactory.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- VI. The school provides a happy, caring environment for its pupils.
- VII. The headteacher and staff are very approachable and give good guidance to pupils.

What some parents are not happy about

- VIII. Too few parents be

The inspectors agree with all of the above comments made by parents

KEY ISSUES FOR ACTION

The headteacher and staff should:

- IX. raise the standards achieved by pupils in speaking and listening, and in numeracy, by increasing pupils' opportunities to develop their skills across the curriculum (*paragraphs 6, 7*);
- X. improve teachers' daily planning by making sure that there is a clear focus for learning in each lesson(*paragraph 22*); and
- XI. specify the time allocated to develop pupils' personal and social education more clearly (*paragraphs 23, 27*).

The governing body should:

- XII. strengthen and develop its role by putting in place effective ways of monitoring the curriculum and introducing procedures to measure the cost effectiveness of the financial decisions taken (*paragraphs 48 and 55*); and
- XIII. make sure that the statutory requirements are met to provide the relevant information in the governors' annual report to parents(*paragraph 48*).

There are a few minor areas for development which should be considered for improvement. These are indicated in paragraphs 10, 11, 12, 17, 31, 41,44, 69.

INTRODUCTION

Characteristics of the school

1. Twerton Infants' School is situated on the south-eastern side of the city of Bath. It serves the surrounding catchment area, drawing pupils from a variety of social backgrounds. The number of pupils on roll has fallen since the previous inspection in 1996; there are currently 141 girls and boys at Key Stage 1, who are taught in six classes. The school also has a 60-place nursery for children under five years of age. In total, there were 99 children under the age of five during the inspection; these children are admitted into the nursery and reception classes on a part-time basis at the beginning of the academic year. There are few pupils from ethnic minority backgrounds, but the percentage of pupils who are known to be eligible for free school meals is much higher than the national average. The school has 46 per cent of its pupils on the register of special educational needs, which is also much higher than the national average. Three pupils currently have statements for their needs. The majority of pupils attend the school's nursery prior to entering one of the reception classes and their attainment on entry is well below average, overall.
2. The school aims to create a secure and stimulating environment for its pupils, in which they are encouraged to enjoy learning and fulfil their potential. The priorities for development are to extend the provision for the Literacy Hour and the National Numeracy Strategy.

3. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	30	26	56

3. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	9	13	17
	Girls	17	17	21
	Total	26	30	38
Percentage at NC Level 2 or above	School	(76) 47 (66)	(68) 55 (83)	(77) 69 (91)
	National	(78) 80 (-)	(79) 81 (-)	(83) 84 (-)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	21	22
	Girls	17	22	24
	Total	28	43	46
Percentage at NC Level 2 or above	School	(65) 51 (78)	(79) 78 (83)	(89) 84 (90)
	National	(83) 81 (-)	(82) 85 (-)	(85) 86 (-)

1 Percentages in parentheses refer to the year before the latest reporting year on the left, and the most recent 1999 results on the right

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.9
	Absence	National comparative data	5.7
	Unauthorised	School	2.1
	Absence	National comparative data	0.5

1

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

1

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	11
	Satisfactory or better	96
	Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1 Attainment and progress

1. Overall, the school has maintained the standards achieved by pupils since the previous inspection in 1996. Despite a recent fall in the 1998 National Curriculum assessment tests, standards have since risen again and are now only slightly below the nationally expected levels in English and mathematics². Pupils achieve good standards in information technology, art, design and technology; these subjects are strengths of the school.
2. Children under five enter the nursery on a part-time basis when they are three years old and move into one of the two reception classes at the beginning of the academic year in which they are five. The entry assessments conducted within the first few weeks of the autumn term indicate that children's competency and confidence with language and mathematics and their social skills are well below that expected for their age. They make satisfactory progress, overall, and notably good progress in personal and social skills and in physical development. Children do not achieve the expected outcomes in five of the six areas of learning by the time they are five, but they progress steadily during their first years at the school, especially in personal and social skills. They achieve the desirable outcomes for learning in physical development.
3. The results of the 1998 national assessment tests for seven-year-olds at the end of Key Stage 1 in reading and writing were well below the national average at Level 2 and Level 3. Standards in reading were also well below average when compared to those attained by pupils from schools in similar contexts and below average in writing. Only 47 per cent of pupils reached Level 2 in reading and 13 per cent achieved the higher Level 3, whilst 55 per cent achieved Level 2 in writing and five per cent achieved Level 3 in writing. However, the current inspection findings do not agree with the test results, but show that the standards have improved and are currently only slightly below the expected levels. This concurs with the most recent 1999 results, which show a marked improvement, especially in writing. The school has introduced the National Literacy Strategy to good effect and literacy skills are effectively promoted in other subjects of the curriculum.
4. In mathematics, the 1998 test results for seven-year-olds at the end of Key Stage 1 showed that the percentage of pupils attaining Level 2 and Level 3 was well below the national average and well below average in comparison with similar schools. Sixty-nine per cent achieved Level 2 and only two per cent achieved the higher Level 3. However, the current inspection findings do not agree with these results, but show that standards have improved and are currently only slightly below the expected levels by the time pupils reach Year 2. The most recent 1999 test results show a significant improvement in standards since the previous year. Although numeracy skills are not strong, they are now being developed effectively across the curriculum and the National Numeracy Strategy has been introduced satisfactorily. Pupils have some mental agility and make appropriate use of their knowledge of number facts for the processes involved when solving problems. They know how to sort mathematical shapes according to their properties and understand how to use standard units of measurement.
5. The results of the 1998 teacher assessments for science at the end of Key Stage 1 show that standards were similar to the national average at Level 2 and Level 3. The inspection findings concur with these results and show that the current groups of pupils achieve satisfactory standards by the time they reach Year 2. Pupils have sound knowledge of life and living processes and know

about the major skeletal bones of the human body, as well as the life cycles of creatures, such as frogs.

6. Standards in information technology are good. This subject is a strength of the school. Pupils in Year 2 use word processing skills effectively to edit their work and have good knowledge and understanding of computers.
7. In religious education, the pupils in Year 2 achieve standards that are in line with the expectations of the local agreed syllabus, although pupils sometimes show a lack of familiarity with religious ideas and practices. However, the subject is developing well and standards have improved since the last inspection
8. Standards in art and design and technology are also good. The school works hard to promote pupils' learning in art especially, and the subject is used well to link other subjects in cross-curricular themes. Art is a strength of the school. Standards in religious education, physical education and music are in line with those expected for pupils' age. However, the standards in geography and history are unsatisfactory, mainly because pupils do not yet have sufficient ability to apply their literacy skills in other contexts.
9. Progress is good, overall. From the time children enter the nursery, they are taught to build steadily on their skills. These youngest children make the best progress in personal and social development because teachers focus well on this area of learning. Pupils' academic progress accelerates as they move through Key Stage 1. It is notably good in English, information technology, art and design and technology. Pupils make sound progress in all other subjects of the curriculum, although progress is sometimes hampered by a few pupils whose ability to listen carefully is not well developed. The higher attaining pupils are appropriately challenged to make appropriate progress in most subjects, but they are occasionally given insufficient opportunities to extend their skills in mathematics and music. Pupils with special educational needs make satisfactory progress, overall, in relation to the targets set on their individual education plans; they make good progress in English, information technology and art. There is no significant variation in attainment or progress between pupils of different gender or background.

12.

Attitudes, behaviour and personal development

13. The attitudes of the under-fives in the nursery and two reception classes are sound. At the very beginning of the school year, the nursery children are showing signs of a good response to the teacher and to other adults. They generally enjoy their time in school, although a few are not yet settled. All are gaining confidence in being at school. They usually behave well, but most do not yet find it easy to listen or follow instructions. In the reception classes, there is a positive response to adults. Children generally listen well and try to concentrate and enjoy the activities. They usually interact with one another effectively and behave responsibly with equipment.
10. At Key Stage 1, the pupils' attitudes, behaviour and personal development are satisfactory overall, with many indications that they will become good in a short time. This is less good than in the previous report, which related to the end of the year. However, since the observations have taken place at the very beginning of the school year, appropriate patterns of behaviour have not yet been fully established.
11. The pupils generally have positive attitudes to learning. They enjoy school and are usually interested and eager to take part in the activities provided. Most are attentive during lessons and

listen carefully to the instructions given by members of staff, although many do not find listening easy. Most pupils are enthusiastic about their work and concentrate for at least a short time for each activity.

12. The pupils' behaviour is satisfactory overall, with indications that when pupils are established in new classes it is much improved. Many pupils are well behaved both in school and in the playground. They are courteous, show respect for property and all have a sense of right and wrong. The concentration span of many is short and they are often easily distracted. Some find it difficult, at an early stage of the term, to conform to school rules at all times and there were times of boisterous behaviour in the playground and from a few pupils in the classroom. These incidents of potentially unacceptable behaviour observed during the inspection were dealt with swiftly and effectively by staff. Pupils respond well to praise and their achievements are regularly celebrated. The pupils are polite and welcoming to visitors. There have been no exclusions over the past twelve months.
13. The pupils' personal development is generally at least satisfactory, overall. Relationships between pupils and all adults working in the school are good. Many pupils show respect for each other, are thoughtful and value each other's contributions, although a few have difficulty in establishing appropriate social relationships with others. The pupils make choices in their work and are willing to take responsibility. They show initiative through their involvement in the daily routines of the school and in their ability to take increasing responsibility for their own learning, although some pupils do not behave well when working independently of a teacher or other adult. The older pupils have school responsibilities such as helping with assembly music, in the library and working with younger pupils. All of the pupils' personal development is further enhanced by their involvement in activities such as fund-raising for charity and taking part in visits and school events.

17. **Attendance**

14. Levels of attendance are satisfactory, overall, and pupils are punctual for their lessons. This finding is similar to that of the last inspection in 1996. However, although the rate of authorised absence for 1998 was below average at 4.4 per cent, the rate of unauthorised absence was very high when compared to the national average, despite an improvement on previous years. The school has improved attendance since last year and it is now satisfactory, overall. Pupils generally arrive on time for school.

QUALITY OF EDUCATION PROVIDED

18. **Teaching**

15. The quality of teaching is sound, overall, with many good features. Teachers are caring and dedicated to the education of their pupils. In the lessons observed, 96 per cent of teaching was satisfactory or better; it was good in 36 per cent of lessons and very good in 11 per cent. This finding shows that the school has improved the quality of teaching since the previous inspection. Teaching is notably good for the under-fives in the nursery and reception classes and also at Key Stage 1 in English, information technology and art. Teaching is occasionally very good indeed for the under-fives in language and literacy and in physical development; it is also occasionally very good in religious education at Key Stage 1.
16. The teaching for children under five in the nursery and reception classes is good, overall. Teachers

know the children well and they provide a well-structured learning environment in which all adults, led by the teachers, participate as a team. Relationships between adults and children are good. Planning is clear, careful and detailed. Assessment procedures are good and the information gained is used well by staff to help them plan future work.

17. At Key Stage 1, the quality of teaching is sound, overall. Teaching is often good and occasionally very good. Teachers' knowledge of the subjects they teach is sound; it is particularly good in English, information technology and art. Their knowledge of the requirements of the National Literacy Strategy is strong and the Literacy Hour has been implemented well. Expectations of pupils' behaviour are usually high. This has a significant effect on the standards attained by pupils because they are expected to work hard and do well.
18. Daily activities are planned effectively with good regard to the use of resources. However, lesson plans are often too brief and do not include enough specific reference to the focus of learning, which relates to the National Curriculum. This very occasionally results in unsatisfactory teaching due to a lack of structure to lessons and insufficient attention given to how pupils will progress. For example, planning does not always provide sufficient extension activities to extend the potentially higher attaining pupils.
19. The control of pupils in lessons is satisfactory and classes are well organised. In the best lessons, teachers make good use of praise where it is deserved and they employ good questioning techniques. The available resources are used particularly well to promote learning and there is a prompt start to lessons. However, the use of time for promoting pupils' personal and social education is not clearly defined, although social skills are developed through activities, such as milk time, hand-washing, workshops, clearing away and tidying up.
20. Day-to-day assessment procedures are good. Teachers keep good records of pupils' achievements, and helpful comments are made to pupils during lessons. Work is marked regularly and there are a few good examples of positive written notes that help pupils improve their work. Assessments are used appropriately to help teachers plan future lessons and all teachers make effective use of homework to support pupils' learning in reading.
21. The quality of teaching for pupils with special educational needs is sound, overall. Teachers are aware of the clear targets set on individual education plans and tasks are usually well matched in English and mathematics. The co-ordinator and learning support assistants make a valuable contribution to pupils' learning by giving good guidance to small groups and individuals withdrawn from lessons and also to those who are supported within classes. All adults have high expectations of pupils' behaviour and teachers are very patient with pupils who have difficulty in concentrating. There is a caring approach to pupils with special educational needs and teachers make positive efforts to show pupils that they are highly valued, whatever their difficulties.

25. **The curriculum and assessment**

22. The curriculum for the under-fives in the nursery and reception classes is well based on the desirable outcomes for children's learning, as specified in the national guidance. Children are given good opportunities to develop their skills through effectively planned activities that are designed to provide a broad and balanced introduction to school life. In particular, teachers focus well on promoting children's personal and social development.
23. At Key Stage 1, the curriculum is broadly based and there is an appropriate balance of time

between the subjects of the National Curriculum and religious education. Pupils are effectively prepared for the next stage of their education and their personal development is enhanced through these subjects and other slots in the timetable, such as circle time, milk time, hand-washing time and health education. However, the policy for pupils' personal and social development and the use of time for this aspect is not clearly defined.

24. The school meets statutory requirements in that it delivers the National Curriculum, follows the agreed syllabus for religious education and provides a daily act of worship. There is an appropriate health education policy, which includes drug education and a recently reviewed policy on sex education.
25. The curriculum provides equality of access and opportunity for all pupils to learn. The school responds well to the Code of Practice for pupils with special educational needs. Forty six per cent of pupils have been identified as having learning needs and these pupils are given good support in all areas of the curriculum.³
26. The previous inspection identified the need to improve planning procedures. The quality of long- and medium-term planning is now good and this helps to provide effective continuity for all pupils. There are up-to-date policies for all subjects, as well as policies on presentation, marking, homework and teaching and learning. The quality of schemes of work is good and subject co-ordinators have clear job descriptions, which include planning, monitoring and development. The subject expertise and experience of staff is well displayed in these roles. The school has recently adopted termly topics for all pupils and there has been effective planning for these between and across year groups.
27. The school provides a small number of extra curricular activities, including a recorder club, an indoor games club and peripatetic music sessions. There are also a number of visitors to the school, such as a storyteller and theatre groups, as well as field trips and visits to local places of interest.
28. Assessment procedures were identified as underdeveloped during the previous inspection; there was also a lack of consistency in applying the procedures. There is now a clear assessment policy and the assessment co-ordinator has achieved much in improving practice. Procedures are now thorough: comprehensive records are passed to the reception classes from the nursery and there is early identification of pupils who have special educational needs. An assessment portfolio is regularly up-dated at staff meetings and this helps to reinforce consistency of approach. Opportunities for assessment are identified in curriculum plans and assessment is used well to help teachers when planning their work in the weekly meetings.

32. **Pupils' spiritual, moral, social and cultural development**

29. Satisfactory opportunities are provided to encourage the pupils' spiritual development, through the programme of assemblies for collective worship and also regularly in various parts of the curriculum. The daily assemblies are thoughtfully prepared and delivered and all allow a time for reflection. Those where most of the school come together develop the spiritual and social elements of the curriculum well. Individual class acts of collective worship are usually held in a circle, which enables all pupils to be involved in the sharing of a spiritual experience. Some of these are effective and the pupils usually listen well and respond appropriately. They are encouraged in many aspects of their work to be aware of themselves and of others and are learning to respect the values and beliefs of others in religious education. Good examples were observed in science and information technology of pupils delighting in their experience of the world around them and there

is often encouragement for the pupils to develop a reflective approach to what they are doing in lessons.

30. The provision made for the pupils' moral development is good. There is a positive code of behaviour and pupils are encouraged to have a good sense of right and wrong. The school promotes clear values and principles and, by regularly reinforcing good attitudes and behaviour, provides an atmosphere in which the pupils' moral development is encouraged. Above all, the good example provided by the adults in the school and the mutual respect shown between staff and pupils help to create a sound ethos for learning, as well as promoting the pupils' positive attitudes towards each other.
31. The pupils' social development is encouraged well through the patterns of group and individual working in use in all classes. Good opportunities are provided in many lessons for the pupils to make choices about their work and to take responsibility in their learning. For instance, the youngest pupils choose the art materials they wish to work with whilst older pupils are encouraged to take on general responsibilities around the school, such as collecting registers and acting as monitors in the library, in assembly and at milk-time. Many opportunities are provided for pupils to share their feelings and concerns about themselves and the world around them, also making a specific contribution to their social development. All pupils are encouraged to be aware of the community through, for instance, their interest in, and support of, charities. Good use is also made of visitors and of visits to places of educational interest to encourage pupils' awareness of the world around them.
32. Good provision is made for the development of the pupils' awareness of their own and other cultures through subjects such as English, art, music and religious education. The study of their own and other localities helps them to appreciate their own cultural traditions. Since the last inspection, the school has improved the opportunities provided for the pupils to develop an increasing awareness of the richness and diversity of other cultures. For example, the books in classes and in the library now provide this dimension and the recently purchased artefacts for religious education, art and music enhance this area.
- 36.
36. **Support, guidance and pupils' welfare**
33. At the last inspection the report stated that this area was a strength of the school; there was a good caring ethos where pupils were valued. This remains true today. The school provides very good pastoral support for its pupils. Home visits by staff and good use of a speech therapist and other specialists ensure that pupils make a good start and are supported well throughout their life at the school. For example, the nursery staff provide a friendly atmosphere and ensure that the under fives are properly accommodated and supported in their initial period at school. In addition, special educational needs' staff work closely with all class teachers to ensure that pupils are given good guidance with their academic work, as well as with their social skills.
34. The procedures for child protection are good. The headteacher and deputy headteacher conscientiously ensure that all members of staff are briefed and that there are effective links with local agencies. Good provision is made for health and safety. The governing body takes its role seriously and vigorously ensures that all statutory responsibilities for health and safety are well met. Teaching and non-teaching staff are effectively involved in the wellbeing of the pupils. For example, at playtimes several exciting group games are organised by the supervisors and much enjoyed by the pupils.
35. The school promotes a consistent and effective sanctions and rewards system involving merit

points and praise, withholding of privileges, and the sending of letters home to inform parents of their child's good work and behaviour. Teachers monitor the academic and personal progress of pupils effectively and parents, as well as pupils, are generally happy with the procedures and measures taken. Behaviour is generally sound throughout the school; there is occasionally some isolated bullying, but teachers act quickly to curb incidents.

36. The staff work closely with the education welfare officer to reduce unauthorised absence. Their work has produced good results and the previously high rate of absence has fallen over the last three years to a current satisfactory standard.

40. **Partnership with parents and the community**

37. The school's partnership with parents and the community is satisfactory overall. Since the previous inspection the staff, and headteacher in particular, have worked hard to improve the partnership with parents. This is partly achieved through well-written newsletters and the prospectus. Homework diaries are also used to help create links with parents and carers, as well as curriculum workshop evenings and parent evenings where individual members of staff are on hand to talk about the progress of pupils and children under five. Additionally, teachers are often available to parents who wish to discuss particular problems or concerns on an individual basis. However, only a few parents become actively involved with the life the school. Currently, the few parents who do come into classes or support the school in other ways, such as helping with trips or cleaning and decorating, make a significant contribution and are very much appreciated. Parents are aware of how to make suggestions or complaints and these are dealt with quickly and effectively when they arise, which is seldom. Parents receive appropriate annual reports on their children's progress, which contain personal targets and opportunities for parental comment.

38. Parents of pupils with special educational needs are effectively involved in the process of personal development. Staff discuss all aspects rigorously with parents to ensure good levels of support. Where individual education plans are involved, parents are also well briefed and included in the frequently held reviews. However, the governors' annual report to parents does not contain the required information on the provision for these pupils.

39. The transition to the junior school is well managed and staff liaise effectively with the local junior school. Links with the local nurseries and playgroups are satisfactory; discussions take place between staff and the particular needs of prospective pupils are noted carefully.

40. Despite the efforts of the staff and the governing body, there is no parents' association and only a few parents are actively involved with the life of the school. However, when fundraising activities are initiated by the staff, they are well supported by many parents.

41. The school makes satisfactory contributions to the community. For example, pupils entertain the residents of a local home for the elderly by singing and members of the local community, such as a policeman and a representative from a local community farm visit the school. In addition, pupils have helped to raise money for the Royal Society for the Prevention of Cruelty to Animals by sponsoring a kennel. The school makes good use of the peripatetic music service and visiting musicians also attend to good effect. Students from the local teacher training college are welcomed and are effectively deployed in classes to work alongside teachers and learning support assistants.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

45. Leadership and management

42. The quality of leadership shown by the headteacher is very good and is a strength of the school. She provides a strong, committed and very clear educational direction to her colleagues and is given good support by the deputy headteacher and senior management team. The school is well managed and there is a clear system for monitoring the quality of teaching and learning in classes. For example, the headteacher has successfully raised standards, since her return after a recent secondment, by analysing the results of the 1998 assessment tests and quickly identifying clear targets for improvement. The school's strong sense of purpose and very good pastoral support of pupils has been maintained since the previous inspection. The aims, to create a secure, stimulating community in which pupils are encouraged to show care and concern for others and attain their full potential, are fulfilled.
43. The roles of the subject co-ordinators have been improved since the previous inspection and are now good. All teachers are dedicated to the education of their pupils and have clear responsibilities in the running of the school, which they carry out efficiently. They give good help and guidance to colleagues and monitor the quality of teaching and learning carefully. The good relationships between staff and the substantial amount of good teaching, help to ensure that the school has a positive ethos for learning.
44. The role of the governing body is satisfactory, overall, although it is not fully developed. Governors are keen to be involved with the school and appropriate committees have been set up. Individual governors have been nominated to monitor the school's arrangements for pupils with special educational needs, literacy and numeracy. However, although identified as an area to develop at the last inspection, governors still do not rigorously monitor the school's finances to ensure the cost-effectiveness of the decisions taken. A little monitoring of the curriculum takes place, but this is not done in a systematic way. Most of the statutory requirements are met, except that the governors do not provide the required information in their annual report to parents relating to special educational needs.
45. A good school development plan is in place. It consists of a detailed annual plan, which has clearly prioritised targets, with financial implications, management responsibilities, short-term goals and success criteria all well defined. The school shows a clear desire to move forward and future targets have been appropriately identified, together with monitoring arrangements and management procedures. The school's capacity for future improvement is, therefore, good.
46. The management of the provision for pupils with special educational needs is good. The conscientious co-ordinator provides good support for colleagues and makes sure that detailed records are kept of pupils' individual needs and the guidance they require. The school has a sound policy for equal opportunities, which is consistently applied. The attainment of girls and boys is appropriately monitored in order that areas of concern are identified quickly and focused help given where appropriate.

50. Staffing, accommodation and learning resources

47. The number, qualifications and experience of the teachers in the school are sufficient to teach the national curriculum, the areas of learning for the under fives and religious education. Subject expertise and experience are also well matched to co-ordinators' roles. The previous inspection report referred to the need to review these roles and to ensure that monitoring and evaluation were included in them. This has now been done. Support staff are also appropriately trained and experienced and work closely with teaching staff and the special educational needs co-ordinator.

48. Staff development in the school is good. There is a clear staff development policy, which makes effective links between training, appraisal and the priorities identified in the school development plan. The staff development manager monitors the provision and thorough records are kept. The school is committed to developing the expertise of all members of staff; for example, teachers have good targets and training opportunities for information technology. The maximum use is made of the talents of all staff. For instance, the school caretaker who has an expertise in computers takes responsibility for maintaining hardware. There is a clear policy for appraisal and all staff have personal action plans as a result.
49. The accommodation is well maintained and a programme of repairs and development is included in the school development plan. The hall is used well for a range of physical and musical activities, as well as assemblies and the newly established library and resources centre provide a significant contribution to pupils' learning. The school has attractive grassed areas, which are well maintained and provided with shade from recently planted trees. There is also a small hard play area, with a maze in which pupils can play.
50. Since the previous inspection, the school has improved its resources for learning and there are now good resources for all curriculum areas and special educational needs. The provision of books in the library is sound and the range of computer software is very good.

54. **The efficiency of the school**

51. The school's finances are managed effectively. There is a satisfactory link between the school development plan and the financial plans and the budget adequately reflects the school's priorities. The standards fund and finances for pupils with special educational needs are used correctly and are well managed by the headteacher. Since the previous inspection, the governing body has set up a separate committee to oversee finances in order to address a key issue concerning the monitoring of expenditure. However, although the governors are involved in the decision-making processes, there is still a lack of rigour to ensure that money has been spent wisely and that value for money has been obtained.
52. The recommendations of the local education authority's last audit report have been dealt with effectively and there is proper segregation of duties associated with the purchasing system. Day-to-day financial control and administration are good. The secretary provides an efficient service to the headteacher and governors by issuing regular financial statements on expenditure. The general operation of the office is conducted well.
53. The school makes good use of its accommodation and learning resources. The recent refurbishment of the library and resources area has provided a valuable addition, which is used well by teachers and pupils, particularly for information technology. Teachers and learning support staff are all deployed well. The school also values visiting students and its few willing parent helpers.
54. Taking into account pupils' low attainment on entry, the satisfactory standards attained and overall good progress, the quality of education provided and the very high level of income per pupils, the school gives sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

58. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

55. The school makes good provision for children under five in the nursery and in the two reception classes. Since the last inspection, the good quality teaching has been maintained and the children are provided with a good start to their learning. At the time of the current inspection, all the children in the reception classes were still under five. The entry assessments, conducted within the first few weeks of the autumn term, indicate that children's competency and confidence with language and mathematics are well below that expected for their age. By the time they are five, the majority do not achieve the desirable learning outcomes in most areas of learning. However, the children develop their skills effectively, overall, and make steady progress. They make the best progress in personal and social skills and physical development.

Personal and social development

56. By the time they are five, children do not attain the desired outcomes because their concentration and the formation of social relationships are still found difficult by many. However, they make good progress, overall. In the nursery, the children are made welcome and enjoy exploring the brightly displayed, interesting and well-organised activities. All adults provide a warm atmosphere and relate well to the children. The calm, secure environment created by the teachers, in the nursery and reception classes and the high expectations of behaviour have a positive impact on the children's good progress in this area of learning. Children respond well to staff, who quickly establish routines with them and their parents. Relationships between the children are usually good. They learn to share equipment and take turns well. They are generally well behaved and have developed a clear understanding of right and wrong and show respect for their environment. Several children find it difficult to concentrate for long on their activities, although they are learning to persevere in their work. Most are becoming confident to give answers, but find it more difficult to solve problems.

57. The quality of teaching is good. All adults have a strong focus on developing this area of learning. They provide much support and encouragement to children and parents and secure good relationships. The children are given guided choices in much of their work and they are able to plan some of their own activities later in the term. With sensitive handling, the teachers encourage the children to share important feelings and appreciate differences.

Language and literacy

58. By the time they are five, most children achieve below the expected outcomes for their age, although they make steady progress in the nursery and reception classes. All teachers of the under-fives see progress in speaking and listening as crucial and planning is appropriately detailed. In addition, every opportunity is taken to develop these skills in all the activities. The children in the nursery develop a clear understanding of how to handle books by observing the their teachers and soon begin to show basic pre-reading skills because of the carefully chosen texts provided. They enjoy listening to stories, although many find it difficult to sit still and listen. Many children like opening books from their class library and enjoy looking at the pictures. A few children can comment on their books and some enjoy listening to a story on the tape-recorder for a little while. Children are beginning to experiment with making their own marks on paper and a small number make successful attempts to recognise their own names on their cards in the morning. A few children respond to questions and comments from adults, but not usually from other children. In the reception classes, children generally listen carefully to the person who is speaking and most

are able to follow simple instructions. They respond well to songs and to stories. Most can recount a story from the pictures in one of their big class books, using simple language and all know that books are read from front to back. Most can recognise their own name. When using their writing box, they can make marks on paper and draw circular shapes and some can say what their marks mean. A few can write recognizable letters and attempt their name. They enjoy looking at the books in their class library and make their own choices.

59. All of the teachers work very hard to equip the children with the necessary language skills. Teaching is usually good with some very good teaching in both nursery and reception classes. The teachers are clear and precise, intervene carefully with perceptive questioning to make teaching points and use expressive story telling skills. They encourage the children to reason and to predict. Provision is good with book corners spacious and well displayed with a very good range of high quality books accessible to the children. Writing materials are readily available and give a choice of papers and writing tools.

Mathematics

60. Children do not achieve the desirable learning outcomes by the time they are five, but they make steady progress. In the nursery, the adults make effective use of incidental opportunities and everyday experiences to develop the children's mathematical understanding. For instance, when reading a story about a shopping basket, the teacher encouraged the children to count the eggs into the basket one at a time. A few children can match colours as they use the home corner or the puzzles and can count simply. A few are able to sort the farm animals into sets as they play. The children in the reception classes enjoy number rhymes and sing and clap 'Ten Green Bottles'. Most can count forwards to five, many with confidence, and some to ten. A few can work out the missing numbers in a series to ten, with help. Children listen and follow instructions well as they find the correct number from five beanbags to place on the mat.
61. Teaching is good and resources are used well. Activities are carefully planned to match the children's needs and good work habits are being developed. Teachers and learning support assistants work well together to ensure a safe and secure environment and tasks are well organised. There are a few useful resources in the nursery home corner for matching activities, but these are limited in number.

Knowledge and understanding of the world

62. Children do not achieve the desirable outcomes for learning by the time they are five. However, they make satisfactory progress, overall. In the nursery, the children's knowledge and understanding of the world are developed as they learn through stories and through the role-play activities in the home corner. They use the washer and cooker, have sandwiches for tea and some make telephone calls. When playing with the farm animals a few children are able to identify the cows, pigs and horses and tell a story as they play. Others use no language. In the reception classes, children can manipulate toy blocks fairly confidently and join them together using connecting pieces, wheels and axles. They experiment well with sand and water, using tubes and containers and plastic animals in imaginative play. All children show developing use of the 'ladybird' mouse to control the cursor on the computer. They learn about their environment as they use a farmyard program. They listen to a story about a visit to the opticians. They are beginning to ask questions about stories and are slowly developing their vocabulary as they become familiar with the words involved. Children choose and cut coloured wool, straws, paper and fabric with reasonable dexterity to make brightly coloured pictures.

63. Teaching is satisfactory, overall in this area of learning, with good provision for artistic, scientific and computer activities, but fewer opportunities for looking at the differences between past and present. Teachers organise tasks well, with resources used effectively to promote learning through purposeful play. Activities are appropriately matched to the children's needs and opportunities used to develop language. Children have regular times to use a computer and adults are used well to teach and monitor learning.

Physical development

64. Children make good progress and, by the time they are five, most achieve the desirable outcomes for learning. In the nursery, they are able to handle the tricycles well, showing satisfactory co-ordination; many children can manoeuvre them well around objects and people, at a very early stage of the term. They enjoy using pushchairs and prams in their imaginative play outdoors. They build with a variety of construction materials and enjoy the feel of the playdough as they push, pull, roll and cut it. A few children sustain concentration and complete puzzles containing several large pieces. In the reception classes, children develop their skills satisfactorily. Many are able to walk, jump and move around the room to find a space and can throw and kick balls and catch soft balls sometimes. They use construction kits and jigsaws with increasing confidence and tools, such as scissors and crayons and glue brushes, are handled increasingly well.
65. Teaching is good. Teachers plan their lessons well to teach skills progressively with choice provided in activities. A positive learning environment is provided by calm, firm discipline. The provision for physical development indoors is sound. The school hall is well equipped with large and small apparatus of a suitable size and type for young children. The accommodation is used well by the nursery and reception classes. The nursery has access to outdoors, although the sloping site is not ideal for play activities with younger children. Provision is satisfactory for climbing and crawling activities and for using a range of wheeled vehicles to develop other skills. However, the under-fives in the reception classes do not have easy access to large outdoor play equipment, such as a climbing frame and tricycles.

Creative development

66. Children under five do not achieve the desirable outcomes for learning by the time they are five, but they make steady progress, building on their social skills through practice and interaction with teachers and other adults. In the nursery, the children find enjoyment in expressing their feelings and ideas through a range of experiences in art, music and in story and imaginative play. For example, on their first day in the nursery, they enjoyed painting at the easels and making their hand prints, showing great excitement and wonder at the end product. They enjoyed the discovery of playdough shapes when using the cutters. In the reception classes, children know how to mix colours to make light and dark shades and use this skill in their paintings. They know their primary colours and also colours like pink and purple. They work with a range of media. They enjoy singing and making music and do so enthusiastically and tunefully. They use actions in their rhymes and songs. They use the resources well to aid their imaginative play in the home corner. Resources are generally good and the role-play areas are adaptable to a variety of themes during the year.
67. The teaching is satisfactory. All adults support children in their learning and ensure that they gain from the activities through discussion, as they work. Activities are organised well and always suitably matched to the children's needs. There is always a planned choice of materials in art and the children make good progress in developing their imaginative skills.

ENGLISH, MATHEMATICS AND SCIENCE

71. English

68. The results of the 1998 standard assessment tests for Key Stage 1 were well below average, with only 47 per cent of pupils achieving Level 2 in reading and 55 per cent in writing. Thirteen per cent achieved the higher Level 3 in reading, which was also well below average, and five per cent achieved Level 3 in writing which was close to the national average. Standards were also well below average in reading when compared to those attained by pupils from schools in similar contexts and below average in writing. However, the most recent results for 1999 show a marked improvement in that standards are now close to the national averages. The current inspection findings are that overall, standards of achievement are just below the expected level by the time pupils reach in Year 2.
69. Standards in speaking and listening are below average for seven-year-olds. Pupils can discuss matters of immediate interest such as what they did in their holidays and what they like to do in their spare time. After reading a class book, 'Can't You Sleep Little Bear?' pupils express their views about fear of the dark. The majority of pupils, however, are not able to develop their ideas at any length to express fully how they feel. Pupils usually listen quietly to their teacher and to each other, although concentration spans are short for many pupils.
70. Standards in reading are just below average for the majority of pupils. Many pupils recognise a sufficiently wide vocabulary for their age group and they use their knowledge of letter sounds and other clues to help them with unfamiliar words. Pupils can talk about what they like to read and can express preferences, although not many can express full opinions about ideas in stories, poems and non-fiction. Pupils from all classes benefit from the use of the library and many are able to find information from books as well as multi-media computer programs. The home school reading books are used well to support pupils. The co-ordinator is introducing effective strategies to encourage reading, such as a borrowing scheme run by parents, a book share scheme and purchasing non-fiction books to encourage reluctant readers.
71. Standards in writing are average for the majority of pupils. Sentences are correctly organised, handwriting is accurate and the spelling of simple words is correct. There is thoughtful and creative writing, such as diary entries, accounts of holidays, stories, book reviews and a collection of word-processed poems on hunting. Computers are used very effectively to support pupils' writing and there is a high quality of well presented work, such as book covers and book reviews, with well designed borders and computer generated illustrations.
72. All pupils make good progress; for instance, in a Year 2 class when they learn how to construct beginning, middles and endings of stories. Pupils whose reading skills are poor make significant advances and develop confidence in handling books and being able to identify terms such as the author, the illustrator, and the index. Pupils with special educational needs make good progress and are well supported with appropriate language work by support staff and by parent helpers. The organisation of pupils by different levels of attainment during the literacy hour is effective in ensuring that all pupils make gains in their language development.
73. The quality of teaching is good and the literacy hour has been introduced consistently well in all classes. Teachers have good subject knowledge and make good use of this to reinforce the development of language skills and to link the various elements of the literacy hour. Resources are used well for different ability groups, such as the shared books and worksheets. Information technology is very effectively used to support language skills and this reinforces the development

of literacy across the curriculum. Planning is good and teachers have clear objectives for their lessons and good long term planning for the literacy hour. Teachers use whole-class teaching effectively and skilful questioning ensures that all pupils take part. There is good class management and good relationships with pupils who respond well in lessons. Group work is well managed, although some pupils find it difficult to concentrate and work independently when they are not directly supervised. Good use is made of assessment to monitor pupils' progress and there are good links with home through the well-used reading records. The co-ordinator provides energetic leadership and there have been many good developments to improve standards of literacy throughout the school. There is also a clear set of priorities to raise the standards of literacy.

77. Mathematics

74. The results of the national tests at the end of Key Stage 1 in 1998 indicate that only 69 per cent of pupils achieved Level 2 and two per cent of pupils achieved Level 3. This was well below the national average and below that of pupils in similar schools. However, the most recent results show a significant improvement in standards. The inspection finds that currently the oldest pupils in the school achieve standards that are slightly below the expected level for their age. Although numeracy skills are not strong, they are now being developed effectively across the curriculum and the Numeracy Strategy has been introduced satisfactorily.

75. During the inspection, pupils in Year 2 were observed successfully counting objects to 20, using cones, conkers and shells and identifying numbers on a class number line up to 20. Most can count to 100 using a large number square and can use a number line to 20 and place the numerals on correctly. Most see patterns of two and ten when shown and can count on in tens, but only some can count back in tens. Most can write the numerals to 29, but many have difficulty in writing 30 and most have little understanding of place value. Higher attaining pupils can complete their own 100 square accurately and show understanding of consecutive numbers, seeing patterns readily and able to identify odd and even numbers. Lower attaining pupils often need the support of adults to sequence simple numbers, using pictorial aids and to work with numbers up to 10. Work previously completed by Year 2 pupils indicates an appropriate range of mathematical experiences. Although standards of attainment are just below expectations, many pupils are able to use mental recall of addition and subtraction facts to 10 and understand place value to 50. They can put vehicles into pairs and record their work methodically, some being able to predict how many vehicles are in 7 or 8 pairs. They are able to use standard and non-standard units of measurement, although some elements of space work are found difficult. Since the last inspection, standards in mathematics have remained similar from the evidence of tests. There are some improvements in the progress pupils make and in the teaching provided. All teachers enable their pupils to be very clear about the specific nature of the task to be completed.

76. Progress is satisfactory. Slowly and steadily, pupils acquire the necessary skills and understanding of number. Most pupils in Year 2 are able to count forward and back to 20. Higher attainers learn to estimate with numbers up to 100, whilst lower attaining pupils make models, using 20 cubes and record their model on squared paper helped by the classroom assistant. In classes that have a wide range of attainment levels, resources are used constantly and consolidation of work takes place to reinforce the concepts needed and to practise the mathematical skills required. Most pupils do not find it easy to use number effectively or to see patterns and understand relationships and comparisons. They also have difficulty in acquiring the vocabulary needed to explain their thinking. The teachers work very hard at introducing the appropriate mathematical vocabulary and provide opportunities for pupils to discuss their work with adults. In this way, motivation is given to all pupils, including those with special educational needs. Where progress is particularly good with some of the older pupils, strategies are gained by pupils to make them independent and to give them speedy recall of number facts. Constant encouragement and a lively pace of learning

are sustained throughout these lessons.

77. The quality of teaching is satisfactory, with many good features. The pupils' response is usually good. They show interest and enjoy the activities. They generally work hard even though they sometimes find the work difficult. Work in books is usually neat and carefully presented. Teachers' expectations are appropriate and activities are usually well matched in order to move the pupils' learning on. Work is always marked and the teachers ensure that pupils are successful in their work. This is shown clearly in their books. The planning and assessment of work is good and developing well in line with the national numeracy strategy. Resources, already in good supply, are being made to support the new work. The quality of review sessions, where the days work is shared and discussed, is variable. All teachers use them well to give positive feedback and to highlight an area of learning covered. Others are more selective in bringing out teaching points which all pupils can usefully employ, but which require less work to be shown and careful questioning to highlight specific points. Sometimes, because of the range of learning in the class, the pace of some lessons becomes slow and higher attainers, although working hard at their activities, are not sufficiently challenged with more open-ended activities. The teachers' knowledge and understanding are good. Their commitment to using well thought out strategies and a wealth of activities is very evident. The newly established co-ordinator has analysed test results, discussed these, and is monitoring teaching and learning in order to raise standards.

81. **Science**

78. The results of the 1998 teacher assessments at the end of Key Stage 1 indicate that pupils' attainment was only just below the national average and when compared with schools from similar backgrounds. Overall, 84 per cent of pupils achieved Level 2 in the tests and 13 per cent reached the higher Level 3. The best results were achieved in pupils' understanding of living things and physical processes. The most recent 1999 assessments concur with the inspection findings, which show that standards have improved further. Currently, pupils achieve the nationally expected level by the time they reach Year 2. There is no significant variation in attainment or progress between pupils of different ethnicity or background. Pupils with special educational needs achieve standards that are appropriate for their abilities and they make steady progress.

79. In Year 2, the majority of pupils can identify and describe the life cycle of a flowering plant and talk with understanding about the conditions needed to sustain growth in plants. They can conduct a fair test when growing plants in different soils. Pupils know the major bones of the human skeleton and are aware that human babies have specific needs in order to grow and stay healthy. Pupils can sort materials, such as fur and feathers, into groups and record the similarities and differences accurately. They are able to describe the working of electrical circuits and know about the different colours of the rainbow. Pupils are able to identify different sounds and group them according to agreed criteria. They understand the differences between hot and cold objects, and are able to make good observations when conducting experiments. Year 2 pupils understand the sense of touch and are able to describe what they feel. They identify objects accurately and are able to record their findings in simple pictorial form. They are beginning to understand the need for a fair test and are starting to predict results.

80. Progress is sound. Pupils' enjoy their lessons and show interest in their work. When progress is at its best, the pace of the lesson is brisk and the content challenges the higher attaining pupils, such as seen during a Year 2 lesson on human growth. Pupils in Year 2 are improving their observing and recording skills and lower attainers make satisfactory progress, particularly when learning support staff help them. Pupils work with reasonable concentration when studying the human senses and respond well to the teachers' instructions, although a few pupils display inappropriate behaviour at times and lose concentration easily, particularly in the Year 2 classes. Pupils

sometimes work co-operatively in small groups and share resources and materials.

81. The quality of teaching is sound, overall, with good features. For example, teachers are confident in the subject matter being taught and generally have appropriate expectations of their pupils. When teaching is at its best, the work challenges pupils, the vocabulary used is demanding and explanations are good. Lessons are generally planned effectively, but learning intentions are not always sufficiently focused in teachers' written plans. Relationships are good and pupils are managed well. Teachers use good questioning techniques and summarise skills well to assess pupils' knowledge and understanding and to plan the next stage of learning. The leadership and management of the subject are good. The co-ordinator has worked hard to ensure that the scheme of work gives good guidance to teachers for planning work and there are good opportunities for her to monitor teachers' planning. Since the previous inspection, the resources for learning have been improved and are now good; they are easily accessible and used well to help raise standards, particularly in experimental and investigative work. Art is used very well to support learning through a cross-curricular approach.

OTHER SUBJECTS OR COURSES

85. Information technology

82. By the time pupils leave the school, standards are above the levels expected for their age. Pupils are able to compose text directly into the computer and make changes to their writing. They can create pictures and add borders to the text. Pupils know the names and uses of different parts of a computer and can print their own work. With help they are able to save and retrieve their writing. They can find information from multi-media software and print this to support different subjects, for instance the secret life of the rainforest, the growth of a bean and number sorting for mathematics. Their completed work is of a high quality, for instance the book covers created by Year 2 pupils and the poems about hunting composed and illustrated by Year 1. Pupils make good use of the digital camera in geography to compose their photographs of the locality with computer generated impressions. They are also beginning to make good use of the Internet to send messages from home to school and to send pictures and information about the school to other web sites.
83. Pupils make good progress throughout the school and this is reflected in the growing confidence that they show in using computers and software for a wide variety of purposes. The records for each pupil are carefully used to ensure that progress is systematic and that frequent opportunities are provided for all pupils. Pupils with special educational needs make good progress and this is effective in boosting their confidence with language. Because completed work is of a high quality and is well displayed this also encourages progress and confidence. Pupils whose information technology skills are already above average make good progress and some are able to make quite sophisticated use of the Internet.
84. The quality of teaching is good overall and all staff have targets and time-scales to improve their already good subject knowledge. There is good planning to ensure that skills are acquired systematically and to ensure that all pupils receive their entitlement. The development of skills is integrated well into subjects, for instance in geography where pupils generate weather maps in order to compare data over a period of time. Work is well matched to pupils' abilities and well used to support the language development of pupils with special needs. Pupils take a great pride in the work they produce and talk about what they have done with enthusiasm. There is a good development plan for information technology, which gives clear targets, costs, timescales and the names of staff responsible. The school caretaker is also employed for computer maintenance and provides invaluable support in maintaining systems and providing a speedy solution to any

problems.

88.

Religious education

85. The oldest pupils in Year 2 achieve standards that are in line with the expectations of the locally agreed syllabus, although pupils sometimes show a lack of familiarity with religious ideas and practices. The subject is developing well and standards have improved since the last inspection and there are more opportunities to develop knowledge and understanding. The pupils have a good awareness of themselves and the world around them and show sensitivity to the needs of others. By Year 2, they have a sound knowledge of stories from some of the major religions. For instance, they hear and understand stories of how Jesus stopped a storm, talked to the children and with his disciples to help, cared for people. They make a useful study of the local church and, also learn effectively about important festivals and celebrations in Christianity and in other religions. They make Buddhist prayer flags and understand that Buddhists believe these will fly and send good wishes round the world. Pupils are sometimes able to relate what they are studying to their own feelings and experiences which makes a good contribution to their spiritual development.

86. Progress is satisfactory, overall, and sometimes good. Pupils in Year 2 gain an increasing knowledge of symbols and their importance as they look at a palm cross, a Bible and a picture of a stained glass window. All pupils, including those with special educational needs, clearly understand, from lessons held in a circle, what it means for something to be special. They know that the Bible has special stories in it and remember the story of Noah, heard in a previous class. Pupils are developing the ability to reflect and show appreciation and, in many classes, this is particularly well developed, with sensitive handling of feelings, by the teacher. They are willing to share important thoughts and feelings, knowing that they will be valued by the teacher and the class. There are clear indications of developing language skills as they discuss topics. For instance, when Year 2 pupils discussed their ideas about God, some were able to describe him as a creator, since in Year 1 they had learned about creation stories and they had created a new imaginary animal. At harvest time, they had understood about God giving food and talked about peoples' hunger in Ethiopia.

87. Teaching is good, overall. It is occasionally very good. Teachers plan their work well, following a very detailed and useful school scheme of work, provided and well supported by the coordinator. Useful assessment opportunities are being developed. They are clear in their aims and sensitive in their delivery and in the handling of pupils' responses. However, not all teachers are confident in the subject and, on the very few occasions where elements of teaching are unsatisfactory, teachers use activities which are too complicated for the pupils' stage of learning. Early in the school year, where control is not yet secure and patterns of working are not fully established, the response of a few pupils is occasionally less than satisfactory. The pupils generally respond well, however, and are eager to answer carefully and perceptively posed questions by the teacher. The teachers use artefacts from a wide range of resources so that pupils can consider them carefully and reflect on their use. Colourful displays are evident in the school.

91. **Art and Design and technology**

88. The oldest pupils in Year 2 achieve good standards that are above those expected for their age. Art is a strength of the school and its display enhances the school environment. There has been a significant improvement in the standards of art and design technology since the last inspection, although the teachers have difficulty in allocating time to design technology within the current curriculum requirements. Pupils carefully use pastels to sketch colourful vases of irises in the

style of Van Gogh. They use their knowledge of Lowry to develop their own style when making accurate representations of people moving. Large brightly coloured pictures of the seaside show a good use of paint and cut paper and are lively and individually framed. Pupils use fabrics and weave with wool, straws and shells effectively. Other three-dimensional work includes work in clay and construction kits. For example, in a design and technology project, the construction of a model hotel was intended to be a metre high, but it collapsed. Pupils were able to discuss the reasons for this and evaluate their design. Pupils also work collaboratively to build structures, such as models of chocolate factories, using their mathematical knowledge to measure accurately in standard units. They design frames for their own portraits, labeling the various parts and decide what materials they will need. Tools are used carefully. In evaluating their products, pupils sometimes find it a little difficult to say how they might improve their designs.

89. Pupils make sound progress, overall, with their artwork and sometimes good progress in Year 2. In design technology, there is evidence of mainly good progress, with pupils in some classes requiring further opportunities to develop skills with tools and to carefully evaluate their designs. Art skills are developed systematically and techniques introduced and practised carefully. For instance, younger pupils learn to mix their colours in paint and experiment with how to use crayons to create different effects. In Year 2, in their detailed pictures of snails and mice, their use of colours and shades is growing. Teachers and other adults support all pupils, including those with special needs who make good progress. Pupils are able to make choices about materials and tools in both subjects. They develop their work imaginatively and with individuality, for instance in the paint and paper views from a window creatively made by Year 2 pupils. These pupils were also developing their design skills in making a kitten from construction blocks. They made plans of vehicles and, using plastic bottles and cardboard boxes, glued their models with close guidance from supporting adults.

90. The quality of teaching in art is consistently good; in design and technology, it is mainly sound with the features of good teaching where teachers are confident in the subject and in managing the tools required. The teachers enjoy teaching art and are confident in doing so and this is clearly imparted to the pupils whose attitudes are positive. They have confidence in themselves as artists and all succeed in producing work which is of good quality and which pleases them. The teachers develop art and design technology skills progressively and the clear guidelines provided support them greatly. The pupil's response is good. They work very carefully in both subjects and find great enjoyment in their use of a wide range of resources and in developing many techniques. The co-ordinator monitors the teaching of art regularly, but that of design technology mainly by on-going work. Teachers use the computer and digital camera to provide enrichment in pupils' art and design work and links between the two subjects are very usefully made. Art is used well in other subjects, such as science, to extend pupils' understanding of the world around them.

94. **Geography and History**

91. During the inspection only a limited number of lessons were seen due to the timetabling of the subjects. Evaluations of strengths and weaknesses are therefore also based on discussions with pupils and a scrutiny of their written work. Standards in both subjects are below those expected nationally for pupils of the same age. In geography, they can describe some of the human and physical features of the locality. They can identify different kinds of housing such as flats, bungalows and houses and can talk about features that they find either attractive or unattractive. They understand a limited number of geographical items, such as the globe, but have a hazy understanding of terminology to describe routes. Pupils' knowledge of areas outside the immediate locality is limited, although they have some understanding of the sea side town they have studied. Their work on weather maps shows an emerging understanding of how to collect and compare data about weather patterns. In history, pupils begin to demonstrate an awareness of the passage

of time and by sequencing some of the events in their own lives they show an emerging sense of chronology. Pupils know some of the differences between the daily life of the Victorians compared to today and can talk about the changes in household technology such as electricity, washing machines, irons and toys. They have a limited knowledge of significant Victorian figures such as Brunel and his engineering developments, but little overall understanding of the Victorians or knowledge of why people in the past acted as they did.

92. Pupils arrive in the school with very little understanding of the human and physical features of places, but they make good progress in geography. Pupils with special educational needs make sound progress in geography and history. Pupils' understanding is considerably enhanced by the good approach used, which uses the immediate locality of the school as a starting point. Pupils gradually develop confidence in being able to name geographical features and their horizons are expanded by the many field trips and the use of holiday photographs and the school's travelling bear.
93. In history, pupils make sound progress in sequencing events and for instance in a Year 2 class they plot events and birthdays over the period of a year. They make sound progress in identifying some of the differences between past and present, for instance, a project for Year 1 on the changes in boats over a period of time, and in Year 2 on the comparison of old and new toys.
94. Teaching is good in geography. Teachers have secure subject knowledge, long term planning is good and there are a number of active approaches that engage pupils' interest. The local studies are good and these encourage pupils to name and identify geographical features. Information technology is well used to support local studies so that pupils compare computer generated views from the school with pictures taken with digital cameras. Good use is also made of computer generated maps showing changing weather conditions. Discussions of holiday pictures and the much travelled school bear, do much to widen the horizons of pupils. There is good planning in geography with clear priorities for development. Pupils evidently enjoy history and there is much work on display, which is attractively and well presented. The quality of history teaching is sound. Teachers support pupils effectively in their work, assessing individual requirements and praising pupils for their efforts. There is a sound use of artefacts to support the topic on life in Victorian England and teachers use approaches, such as presenting pictures of teachers and pupils as babies, to encourage them to understand time lines and the differences between past and present. Discussions arising from history and geography are well used to encourage the development of literacy. The history co-ordinator has clear plans for the development of history, which include the use of information technology and the use of visitors to extend pupils' learning.

Music

95. Standards are in line with the expected levels by the time pupils leave the school at the end of Year 2. Pupils sing confidently from memory and evidently enjoy performing in front of other pupils. They play untuned percussion instruments with good control and understand how to create different moods and sound patterns. Pupils also understand that different symbols indicate pitch and dynamics and a few pupils understand musical notation in detail. By the age of seven, pupils can play simple patterns on percussion instruments and talk about their compositions with confidence. They have a secure understanding of rhythm and are able to recognise high and low notes.
96. Pupils make satisfactory progress through the school and gain in confidence in singing and playing instruments. They make sound progress in discussing and evaluating their work with their teachers and try to listen hard to the performances of other pupils, encouraging them to do well. Pupils

with special educational needs are well supported to make sound progress, but the progress of a few more able pupils is sometimes limited by the inappropriate behaviour of a few pupils who have poor listening skills.

97. Teaching is satisfactory, overall, and there is a satisfactory scheme of work that is used well to ensure that pupils build progressively on their knowledge and understanding. However, individual lesson plans sometimes lack clarity about what is to be learned, as in a singing lesson where pupils simply went from one song to another without acquiring further knowledge of the songs or words. The music specialist is confident in her subject knowledge and her good keyboard skills are used well to accompany singing in lessons and assemblies. There is good use of praise to encourage pupils and relationships with adults and between pupils are good. Pupils have positive attitudes to the subject and often enjoy their musical experiences. The school provides a good range of tuned and untuned percussion instruments. Good opportunities are given for pupils to take part in local performances and workshops.

Physical education

98. Although it was not possible to observe all elements of the programme during the inspection, gymnastics and dance were seen; references to games were noted in teachers' medium- and short-term plans. The standards achieved are similar to the expected levels by the time pupils reach Year 2. Pupils know the importance of warming up before they start their lessons. They know how to perform simple movements well, when discussing athletic activities and show sound understanding of the effects of exercise on the human body. They are beginning to understand how to plan actions, but as yet, have not developed knowledge of how to plan and evaluate a sequence of movements. Pupils can throw and catch balls reasonably accurately. Most pupils can run and jump using different techniques while changing speed and direction. They move equipment with skill and show a good awareness of safety issues.
99. Pupils make sound progress, overall. They show positive attitudes and work well independently. They usually behave well in lessons, although a few pupils have difficulty in concentrating and are unable to listen carefully to the teachers' instructions. Pupils with special educational needs are supported well to make sound progress, overall; they particularly enjoy dance and work with sustained concentration when practising their skills.
100. Teaching is sound. Teachers have good subject knowledge and are able to analyse pupils' movements well. Lessons are structured well, of brisk pace and challenge pupils intellectually. The balance between explanations, discussions and practical work is good. Pupils are given sensitive feedback on their performances and the assessments made are used well to inform the next stage of learning. In most lessons, pupils are managed well and resources are used effectively. The subject is managed well by the dedicated and enthusiastic co-ordinator. The policy and scheme of work gives good guidance for teachers' planning and staff training has helped to improve their subject knowledge. Pupils are given a few opportunities to experience competitive sports in the local community.

PART C: INSPECTION DATA

104. SUMMARY OF INSPECTION EVIDENCE

Key Stage	U5s	KS1	KS2	KS3	KS4	Post-16	Total
Total Hours	7.00	19.16					26.16

101. A team of 4 inspectors, who completed a combined total of 12 days in school, undertook the inspection of Twerton Infants' School.

102. For the majority of time, inspectors visited classes, talked with individuals and groups of pupils, evaluated the work they had done and observed 47 lessons, or parts of lessons. Observations were also made of breaktimes, lunchtimes, assemblies and registrations. In addition, 25 interviews were held with the headteacher, members of staff with curriculum responsibilities, support staff and members of the governing body.

103. Furthermore:

- 14 pupils were heard reading (10 per cent of the total number of pupils on roll) and they were questioned on their understanding and knowledge of books in general;
- samples of pupils' work covering the full ability range were scrutinised in all year groups;
- individual education plans for pupils with special educational needs were scrutinised;
- a wide range of documents and the school development plan, were analysed;
- the previous Ofsted inspection report and the governors' action plan were scrutinised;
- attendance registers, the records kept on pupils and teachers' planning documents were analysed; and
- the budget figures were analysed.

108. DATA AND INDICATORS

108. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y2	141	3	65	62
Nursery Unit/School	25.5	0	0	0

108. Teachers and classes

108. Qualified teachers (YR - Y2)

Total number of qualified teachers (full-time equivalent):	8.4
Number of pupils per qualified teacher:	16.8

108. Education support staff (YR - Y2)

Total number of education support staff:	5
Total aggregate hours worked each week:	136

108. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25.5

108. Education support staff (Nursery school, classes or unit)

Total number of education support staff:	2
Total aggregate hours worked each week:	65
Average class size:	23.5

108.

Financial data

Financial year:	1998/9
	£
Total Income	384,796
Total Expenditure	381,828
Expenditure per pupil	2,371
Balance brought forward from previous year	0
Balance carried forward to next year	2,968

108. PARENTAL SURVEY

Number of questionnaires sent out: 141

Number of questionnaires returned: 18

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	44	56	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	39	0	0	0
The school handles complaints from parents well	22	61	6	0	0
The school gives me a clear understanding of what is taught	44	44	6	0	0
The school keeps me well informed about my child(ren)'s progress	50	44	6	0	0
The school enables my child(ren) to achieve a good standard of work	61	39	0	0	0
The school encourages children to get involved in more than just their daily lessons	28	72	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39	61	0	0	0
The school's values and attitudes have a positive effect on my child(ren)	50	50	0	0	0
The school achieves high standards of good behaviour	28	61	11	0	0
My child(ren) like(s) school	83	17	0	0	0

NB : not all parents responded to all questions, therefore figures may not total 100%.

108. Other issues raised by parents

Three parents wrote to the Registered Inspector and six attended a meeting held at the school. Due to the small numbers involved, no significance can be given to the comments made. However, of the few parents who responded, the majority of comments were positive. Parents stated that the school is a happy, caring environment in which the headteacher and staff provide good guidance to pupils and are approachable. A very small number of parents were unhappy that other parents do not actively become involved with the life of the school.

1.. ON DESIRABLE LEARNING OUTCOMES

QCA (Qualifications and Curriculum Authority), formerly SCAA (School Curriculum and Assessment Authority), has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

2.. ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

3. ON SEN CODE OF PRACTICE

Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.