

## INSPECTION REPORT

**Goring-by-Sea CE First School**

Goring-by-Sea, West Sussex

LEA area: West Sussex

Unique reference number: 120405

Headteacher: Mrs. Dawn Kearney

Reporting inspector: Terri Boohan  
5986

Dates of inspection: 30<sup>th</sup> April 2001 - 2<sup>nd</sup> May 2001

Inspection number: 197731

Full Inspection carried out under Section 10 of the School Inspections Act 1999

© Crown copyright 2001

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 school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Church of England First School

School category: Voluntary Aided

Age range of pupils: 4 to 8

Gender of pupils: Mixed

School address: Mulberry Lane  
Goring-by-Sea  
West Sussex

Postcode: BN12 4RN

Telephone number: 01903 241175

Fax number: 01903 505698

Appropriate authority: The Governing Body

Name of chair of governors: Mr. John Sims

Date of previous inspection: September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
5986	Terri Boohan	<i>Registered inspector</i>	Art and design; Design and technology.	How well pupils are taught? How well the school is led and managed? What sort of a school is it?
9147	Susan Stock	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
21686	Diana Songer-Hudgell	<i>Team inspector</i>	English; Music; The foundation stage; Equality of opportunities.	The school's results and pupils' achievements.
21310	Linda Phillips	<i>Team inspector</i>	Science; History; Geography.	
20444	David Hughes	<i>Team inspector</i>	Mathematics; Information and communication technology; Physical education; Special educational needs.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

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

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>7</b>
The school's results and pupils achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Goring-by-Sea is a Voluntary Aided, Church of England First School of average size, situated in a largely residential area to the west of Worthing, West Sussex, There are 238 pupils, aged 4 – 8 years, on roll, with approximately equal numbers of girls and boys. The school roll has fluctuated in recent years, following the opening of another first school nearby, and there have been recent alterations to the traditional catchment area. Pupil numbers have now stabilised. The majority of the school's families live in privately owned homes. Approximately one per cent of pupils are eligible for free school meals, which is below the national average. Six pupils have a minority ethnic heritage, which is low by comparison with other schools nationally. No pupils have English as their second language, which is similarly low. Most pupils join the school's two reception classes in either the autumn, spring or summer terms in their fifth year, usually following some time in local playgroup or nursery provision. Attainment on entry is broadly average. Thirty-five pupils have special educational needs. No pupil has a statement of special education needs. Both these figures are below the national average. The school recently has been affected by a significant period of change. However, with the appointment of a new headteacher, in January 2001, the school has a new stability and momentum.

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

This is a school with significant strengths and a small but significant number of weaknesses. The school is now emerging from a period of uncertainty and is well placed to improve. The school is well led and managed, with very clear educational direction provided by the new headteacher, and is focussed on raising standards. The quality of teaching is good overall in the Foundation Stage and good in Year 3; it is overall satisfactory in Key Stage 1. Good behaviour and positive relationships within the whole school community are strong features of the school. The school has maintained overall satisfactory levels of attainment since its last inspection, with results above the national averages in English and mathematics at the end of Key Stage 1, and achievement above national expectations in Year 3. The school provides satisfactory value for money.

### **WHAT THE SCHOOL DOES WELL**

- cares very well for pupils in a welcoming and friendly environment;
- provides a good start and rich curriculum for pupils in reception classes;
- promotes good attitudes, behaviour, personal development and relationships;
- provides well for pupils with special educational needs;
- has very good links with parents, which impact positively on pupils' education and school life;
- promotes good staff teamwork and a shared commitment to improve;
- is well led by the headteacher, who is providing very clear educational direction for the school.

## WHAT COULD BE IMPROVED

- the school's planning and provision for a balanced curriculum.
- procedures for the assessment of pupils' attainment and progress and their use by teachers to plan teaching and extend learning.
- pupils' standards of attainment in, and provision and resources for, information and communication technology.
- opportunities for pupils to learn about, appreciate and value the cultural diversity of the world in which they are growing up.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made overall satisfactory progress since its last inspection in 1997. However, there has been some loss of momentum and slippage, during the recent period of uncertainty. The position has improved considerably under the good leadership of the new headteacher. The results of National Curriculum tests show that pupils' standards of achievement continue to rise in Key Stage 1 and exceed the national averages. In Year 3, standards continue to be good overall. The key issues for improvement from the last inspection have been addressed satisfactorily. The balance between whole class and group teaching is now good, and well matched to pupils' learning needs. Co-ordinators have satisfactory opportunities to monitor and evaluate standards of work in their subjects. Parents are provided with a good range of information about the work of the school and the curriculum.

## STANDARDS

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

Performance in:	compared with				<b>Key</b> <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	B	C	B	C	
Writing	C	C	B	C	
Mathematics	B	B	B	C	

The 2000 Key Stage 1 National Curriculum test results, as at the time of the last inspection, show that pupils' standards of attainment were above the national average in reading, writing and mathematics. They were close to the average in science, in teacher assessments. When compared with schools with a similar percentage of free school meals, pupils' attainment in reading, writing and mathematics was average. Trends over the last three years show that pupils' performance in English, mathematics and science exceeded the national average, and, overall, the school has a rising trend in results.

The findings of this inspection are that pupils' standards of attainment by the end of Key Stage 1 are in line with national averages in English, mathematics and science. Pupils make overall satisfactory progress in these subjects. Standards in art are above national expectations. They are in line with national expectations in geography, history, music and dance.

In Year 3, pupils' attainment exceeds the expectations for their age in English, mathematics and science, as at time of the last inspection. Attainment also exceeds national expectations in history, art and dance.

Standards of attainment are below national expectations in information and communication technology in Key Stage 1 and in Year 3.

There is insufficient evidence to judge standards of attainment in design and technology in Key Stage 1 and Year 3, and music in Year 3; they were satisfactory at the time of the last inspection.

Children's standards of attainment on entry to reception classes are broadly average. Children make good progress and achieve standards better than expected for their age: the great majority exceed the nationally recognised Early Learning Goals in all areas of learning.

Pupils with special educational needs make satisfactory progress throughout the school, and some individual pupils make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to school. They like coming to school and are keen to learn
Behaviour, in and out of classrooms	Good. Behaviour is good in classrooms, around the school, and at playtimes. Pupils know what is expected of them and respond well. Occasionally, when pupils are less well managed, a small minority of pupils lose concentration and do not fully engage with their lessons.
Personal development and relationships	Good. The good relationships between pupils and adults are a strength of the school. Pupils' personal development is good and pupils respond well to the responsibilities they are given.
Attendance	Pupils' attendance and punctuality is good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-8 years
Lessons seen overall	Good	Satisfactory	Good

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



Teaching is satisfactory or better in 91 per cent of lessons: of these, 16 per cent are very good and 35 per cent are good. Teaching is satisfactory in 40 per cent of lessons. Teaching is unsatisfactory in 9 per cent of lessons. Teaching is overall good in the Foundation Stage and in Year 3, with examples of very good teaching, and this is the main reason why pupils make good progress. Lessons are generally well planned, with a clear focus on what pupils are to learn, and there is an appropriate balance of direct teaching and independent work by pupils. Teaching is satisfactory overall in Key Stage 1, with examples of good and very good teaching. Speaking and listening are fostered well throughout the school. The teaching of English and mathematics, and specifically of literacy and numeracy, is satisfactory overall in Key Stage 1 and good in Year 3. Teachers have a secure understanding of how to teach these basic skills. In most lessons expectations are clear to pupils, who respond well, show keen interest and work hard. The nine per cent of unsatisfactory teaching constitutes a relatively small number of the lessons seen but represents a slight increase since the last inspection: in these lessons, teachers' expectations are unclear and they are over-tolerant of a small amount of distracting behaviour and lack of effort.

Overall, teachers provide a range of tasks well matched to pupils' needs, across the ability range. The school identifies pupils who are gifted and talented, and their needs are satisfactorily met. It meets the needs of pupils with special educational needs well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The school provides a satisfactorily broad range of learning opportunities for pupils, but the overall balance of the curriculum is unsatisfactory. There is a very high allocation of time to literacy and numeracy, which limits time to develop learning and raise standards in some other subjects. In particular, the attention, time, and resources given to information and communication technology are unsatisfactory.
Provision for pupils with special educational needs	Good. Pupils are well supported in lessons through the careful planning of individual education programmes well matched to their specific needs.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Satisfactory. Pupils' personal development, including their moral and social development, is good. Spiritual development is satisfactory. The provision for cultural development is unsatisfactory, with not enough opportunities for pupils to learn about, appreciate and value the cultural diversity of the world in which they are growing up.
How well the school cares for its pupils	Overall good. The school provides a caring, supportive environment for its pupils, with good arrangements to ensure their health and safety. The procedures for the assessment of pupil's attainments and progress, and the use of assessment information to inform future teaching and learning, are overall unsatisfactory.

Statutory requirements for teaching in the Foundation Stage and the National Curriculum are met. There is a good range of extra-curricular provision which enhances opportunities for learning. A strong partnership is established with parents, many of whom are very supportive of the school, and these links have a positive impact on pupils' learning and the educational life of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led and managed. The headteacher provides very clear direction for the school and strong leadership. She is well supported by the deputy and a conscientious staff team. The roles and responsibilities of other key staff are being appropriately reviewed and developed.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school and have good organisational procedures. They now have a clear understanding of the school's strengths and weaknesses, and are bringing a sharper focus to their strategic role in the school's further development.
The school's evaluation of its performance	Satisfactory. The new headteacher has established, with governors, a rigorous evaluation of all aspects of the school's performance, and has developed a well targeted plan for school improvement.
The strategic use of resources	Satisfactory. Funding has been well used to provide appropriate levels of teaching and non-teaching staff. Learning resources are overall satisfactory.

The new headteacher is leading the school very effectively and has quickly won the confidence of staff, governors and parents. Following a thorough review of the school's performance, she has, with governors, established very clear educational direction and a well targeted plan for improvement, which is already having a positive impact on areas of weakness. There is a strong commitment to improvement throughout the school, and the capacity to succeed.

Teaching and support staff are appropriate in number and are deployed effectively to meet pupils' needs. Learning resources are overall satisfactory, though in need of some updating and renewal. Resources for information and communication technology are unsatisfactory, and the school is giving a high priority to improving resources and performance in the subject. Accommodation is satisfactory and systematically maintained and improved.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Teaching is good, and their children make good progress.</li> <li>• The school provides a good range of extra-curricular activities.</li> <li>• Behaviour is good, and the school helps their children to become mature and work hard.</li> <li>• The school is well led.</li> <li>• They feel able to approach the school with the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount and variety of homework which their children receive.</li> <li>• The information which they receive about their children's progress.</li> <li>• How closely the school works with parents.</li> </ul>

The Inspection team supports the positive views of the school expressed by parents/carers. Inspection evidence indicates that pupils do receive a satisfactory amount of homework, although the range is limited. Some recent staff absence has had an adverse effect both on regular provision of homework and on dialogue with parents about pupils' progress in part of the school. The inspection team finds that the school's overall procedures for keeping parents informed about pupils' progress are good and that the school does work closely with parents.

## **PART B: COMMENTARY**

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

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

1. Children's standards of attainment on entry to the school are broadly average. This is confirmed by the results of teacher assessments carried out when children first start school. At the time of the last inspection children's standards on entry were above average. However, the catchment area has significantly changed in more recent times, and the school now admits children from a wider area and from more varied social and economic circumstances.
2. Children in the Reception Year make good progress. By the time they leave the Foundation Stage and enter Year 1, children achieve standards better than those expected for the age group, and exceed the nationally recognised Early Learning Goals in all areas of learning. This is due to the overall good quality of teaching in the reception classes, which enables all children to learn new skills quickly. In particular, children have well developed personal and social skills and good speaking and listening skills when they enter Key Stage 1.
3. In Year 1 pupils sustain a good rate of progress. There are examples of good and very good quality teaching. Standards of attainment overall exceed expectations for the age group in all subjects except information and communication technology (ICT), where standards are below expectations.
4. Pupils in Year 2 receive overall satisfactory teaching. By the end of Key Stage 1 pupils' standards of attainment are in line with national averages in English, mathematics and science. In art, they are above national expectations. In geography, history, music and dance they are in line with national expectations. Pupils' standards of attainment are below national expectations in ICT. Pupils make overall satisfactory progress.
5. In Year 3, pupils' attainment exceeds the expectations for the age group in English, mathematics, science, history, art, and dance. Attainment is in line with expectations in geography and below expectations in ICT. The good quality teaching in Year 3 has a significant impact on the good rate at which pupils make progress and develop knowledge and skills. Higher attaining pupils are well challenged and their progress is satisfactory.
6. There was insufficient evidence to judge standards of attainment in design technology at Key Stage 1 and in Year 3, and in music in Year 3.
7. Throughout the school, pupils with special educational needs are well supported and make satisfactory progress in relation to their prior attainment, and there are examples of individuals making good progress.
8. As at the time of the last inspection, good standards relate directly to good teaching. In the previous report, standards by the end of Key Stage 1 and Year 3 exceeded the national expectations in all subjects except art and ICT, where they were in line with the national expectations, and in music, where standards were well above expectations. Standards at that time were also raised by a well planned and balanced curriculum, and a high level of parental support and involvement in pupils' learning.

9. The curriculum currently has a very heavy emphasis on English and mathematics, and the time allowed for most other subjects is no longer sufficient to sustain the higher standards of attainment reported at the last inspection. Music, for example, is no longer taught throughout the school by a specialist teacher, and less time is allowed for the subject; as a result, Key Stage 1 standards have fallen. Parents are still thoroughly committed to supporting the school and helping their children at home, and this support continues to make a very significant contribution to pupils' learning.

10. The Key Stage 1 National Curriculum test results in 2000 show that pupils' standards of attainment were above the national average in reading, writing and mathematics, and close to the average in teachers' assessments of science. The number of pupils attaining the higher Level 3 was also above the national average in reading and writing, and close to the average in science. Additionally, a few higher attaining pupils sat the Level 4 tests, usually taken in Year 6, and they achieved success in reading, writing and mathematics. When compared to schools with similar circumstances, pupils' attainment in reading, writing and mathematics was average.

11. Trends over the last three years show that pupils' performance in English, mathematics and science exceeded the national average and that, overall, the school has a rising trend in results. Girls overall performed slightly better than boys in both reading and writing, and boys achieved slightly better than girls in mathematics.

12. Standards of literacy are satisfactory throughout the school, with Year 3 strongest in supporting pupils to use literacy for a wide range of purposes across the curriculum. Pupils' speaking and listening skills are well developed in all classes, and standards are good. Reading is given a high priority, and pupils read and write confidently by Year 3. Spelling and handwriting are weaker than they should be in Year 2, particularly for the younger and lower attaining pupils. In numeracy, pupils achieve satisfactory standards throughout the school.

13. The reasons for the unsatisfactory standards in ICT are that the school has only recently acquired appropriate resources, and that some teachers do not have sufficient knowledge and understanding to enable them to be confident to teach it. Not enough time is allocated to the subject, and its use across the curriculum is currently underdeveloped and unsatisfactory. Whilst pupils have the opportunity to word process, they have few skills in other aspects of the ICT curriculum. The recent improvements in ICT provision have not been in place long enough to have a significant impact on standards.

14. Pupils who are identified as have special educational needs receive overall good support from teachers and classroom assistants and they make satisfactory progress, with some individuals making good progress. Individual education plans of good quality, and regular review procedures, ensure that pupils' progress is monitored and that they receive appropriate work.

15. Overall, the school has satisfactory procedures to identify gifted and talented pupils, and inspection evidence indicates that higher attaining and gifted pupils make satisfactory progress over time.

16. Consistent and effective use of assessment data is at an early stage of development, particularly in relation to setting targets for individual pupils and using the information from assessments to help teachers plan lessons matched to pupils' needs. The headteacher has identified this as a priority for the future.

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

17. The school has maintained the good attitudes, behaviour and relationships reported at the time of the previous inspection. This is a view which is shared by the great majority of parents.

18. In lessons the great majority of pupils are capable of sustaining concentration and show good levels of interest and enjoyment, especially when the lesson is taught with pace and the class teacher is skilled in managing the pupils. For example in a Year 1 English lesson, pupils listened attentively and contributed confidently to their group discussions, showing real interest and an eagerness to take part. Generally, pupils settle quickly to the tasks they are given, particularly when they are motivated by well organised and interesting lessons. For example, in a Year 2 art lesson, pupils were fully engaged, in a mature and reflective way, in a discussion about how artists depict water. Even the very youngest pupils are keen to take a full and positive part in their lessons because their contributions are valued by the class teacher, which creates a climate of confidence and mutual respect.

19. Overall, the great majority of pupils behave well in lessons and around the school. Pupils know what is expected of them, and they respond well to the school's code of conduct for good behaviour. They are capable of working sensibly together, and independently, without constant teacher intervention. However, very occasionally, when the pupils are less well managed and the pace of the lesson slows, a minority of pupils lose concentration and are not fully engaged in their work. As a result, constant low level disturbance permeates the class, which results in less learning taking place. This tendency was also seen during a whole school assembly.

20. At playtimes and lunchtimes, pupils get on well together. They take full advantage of the different areas of the playgrounds to play happily together or to enjoy the quiet areas. These are confident and friendly pupils who take pleasure in all that their school has to offer, a view confirmed by the great majority of parents. During the inspection there were no incidents of unacceptable behaviour seen, and parents do not perceive it as a problem. There have been no exclusions from the school for fifteen years.

21. There are good relationships between pupils and adults and between the pupils themselves. This is particularly so in the Reception classes, where there is great emphasis on the importance of building secure relationships to contribute to the pupils' learning and personal development. For example, in a Reception numeracy lesson a lively class was expertly managed, and the pupils' enthusiasm was channelled into learning through discussion and well planned activities, to build confidence, knowledge and interest. Good relationships in lessons are encouraged by the way in which teachers organise the pupils, so that they work sometimes in-groups or in pairs to develop initiative and a sense of responsibility.

22. Pupils' personal development is good. The majority show a mature and well-motivated attitude to their lessons. They respond well to the opportunities they are given to work independently. For example, in a Year 3 geography lesson, pupils furthered their own learning through independent research, using atlases and geographical texts to good effect. Only rarely do some pupils show a lack of respect towards the adults in the school. Outside lessons, many pupils are keen to take responsibility. This they do through a variety of tasks such as acting as litter monitors and through a 'playground squad' system to help support and befriend their fellow pupils. Pupils often initiate their own fund raising activities as, for example, when Year 3 pupils asked if they might raise money for the victims of the Indian earthquake by running a stall at the school.

23. The pupils' attendance is good. Their attendance is above the national average and their unauthorised absence is in line with the national average. Pupils arrive at school on time, and registration sessions are quick and efficient, which ensures that the school day starts promptly. These efficient procedures make a good contribution to the pupils' learning.

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

24. The quality of teaching is overall good, as at the last inspection. Fifty one percent of teaching is good or better, and ninety one percent of teaching is satisfactory or better. The proportion of very good teaching has increased from 8 to 16 percent since the last inspection. The proportion of unsatisfactory teaching is nine per cent and has increased slightly since the last inspection; it constitutes a relatively small number of the lessons seen.

25. Teaching in the Foundation Stage is good overall, and there are examples of very good teaching. Teaching in Key Stage One is satisfactory overall, with examples of good and very good teaching, particularly in Year 1, although a small amount of unsatisfactory teaching was also observed, particularly in Year 2. In Year 3, weaknesses apparent at the time of the last inspection have been eliminated, following staff changes, and teaching is now good overall. Pupils with special educational needs receive predominantly good teaching and good additional support, across the school.

26. The teaching of literacy and numeracy is overall good. Teachers have a secure understanding of how to teach the basic skills. The teaching of speaking and listening, and early reading, writing and numeracy are good in the reception classes in the Foundation Stage. Speaking and listening and reading are well taught in Key Stage 1, where the teaching of writing and numeracy are satisfactory. In Year 3, the teaching of speaking and listening, reading, writing and numeracy is good. There are examples of very good teaching of basic skills in Year 1. The teaching of information and communication technology is unsatisfactory across the school.

27. In the Foundation Stage, children benefit from teaching which is good overall, and there are examples of very good teaching. The team work of teaching and support staff, in both reception classes, is supportive of consistent planning and good opportunities for learning, and children are enabled to make good progress. Teachers have good knowledge and understanding of the Foundation Stage curriculum, and of the Early Learning Goals for children at this stage of their development. They use simple homework tasks well to support

early learning. Teachers manage effectively the arrival of children in each of the three terms of the school year. They respond well to differing abilities and levels of maturity, through well-planned arrangements to meet the needs of individuals and groups. They ensure that children have a good range of activities which challenge the more able and support those still at the early stages of developing skills and understanding.

28. Most children respond very well, and become fully engaged with the indoor and outdoor activities and experiences provided by the Foundation Stage curriculum. As a result, most children quickly become independent and confident, and many show good attitudes and concentration. A very few, less mature, children place particular demands on staff, though this was rarely seen to detract from the quality of a lesson and result in less satisfactory teaching. Overall, pupils are well taught in the Foundation Stage and receive good start in their first year in school.

29. In Key Stage 1, the teaching in English, mathematics, science, geography, music and physical education is satisfactory overall. There was insufficient evidence to judge the quality of teaching in art and design, design and technology, information and communication technology and history. Good features of the teaching at this Key Stage are the benefits of joint planning for lessons across year groups, to secure consistency of experiences and access for pupils. In the best lessons, the objectives for learning are clear to pupils, and very good routines are established. Expectations of behaviour and effort are made very explicit and there is a good working atmosphere, with pupils encouraged to try hard. New information is imparted clearly and questioning skills, to check and develop understanding, are well used. Tasks are well matched to abilities, and include challenge for the more able and good support for pupils experiencing greater difficulty. Good use is made of support staff. Pace is well sustained and expectations are high, enabling some pupils to achieve at above the expectations for their age group.

30. The key features of very good teaching were particularly well demonstrated in a literacy lesson about the 'Town Mouse and the Country Mouse'. The teaching was explicit, the tasks very well structured, and the classroom support put to good use. This enabled all pupils to explore and record details about the characters and motivations of the two mice and give reasons for their actions, at levels well above expectations for their age.

31. Where teaching is unsatisfactory in Key Stage 1, teachers are sometimes less clear as to what they are endeavouring to teach and what they expect pupils to learn, and they therefore do not make this clear to the pupils.

32. For example, there is too high a tolerance of pupils being distracting and too easily distracted, and of inappropriate behaviour by a few which adversely affects others. On occasion, instructions lack clarity and expectations are not reinforced. The pace of work is too slow and a lack of application by some pupils remains unchallenged. In a very few lessons, these shortcomings result in unsatisfactory learning and progress. In addition, teachers do not always use support staff effectively to promote learning.

33. At Key Stage 2, teaching is good in English, mathematics, and physical education and satisfactory in science. There was insufficient evidence to make secure judgements in the case of design and technology, information and communication technology, geography, history, art, and music.



34. Good features of the teaching in Year 3 include effective joint planning across the curriculum to ensure equality of access and entitlement for the two Year 3 classes. Lessons are well resourced, as was seen, for example, in work on the Celts and Romans in history. Teachers provide good, stimulating information, and use a wide range of questions to support and challenge pupils at all levels. Tasks for pupils are well planned, and varied, to meet the range of abilities. There is good use of paired and collaborative work to share ideas and encourage initiative and effort. No unsatisfactory teaching was observed in Year Three.

35. The provision for pupils with special educational needs is good overall. Pupils are often well taught and well supported individually and in small groups by a specialist teacher and support staff. The school is implementing the required Code of Practice very well, and pupils have good individual education plans to which teaching is well matched.

36. The school has built on the teaching styles for literacy and numeracy. It has successfully addressed the key issue from the last inspection on the balance of whole class and group teaching. Most lessons are now well structured, with a suitable teaching introduction, well chosen tasks, and end of lesson summary. There has been satisfactory progress overall in improving teaching methods and classroom organisation, with some good and very good examples upon which the school is beginning to build further.

37. Throughout Key Stages 1 and 2, there is a strong emphasis on literacy and numeracy but some lessons are unnecessarily long, with a resulting reduction in time for teaching other subjects of the curriculum. In all year groups good use is made of over-arching themes. These themes provide a focus for learning across a range of work, and across a number of subjects, and clearly stimulate pupils' interest, involvement and enthusiasm.

38. The use of marking and assessment by teachers shows some specific individual strengths. However, there is a lack of whole school procedures and consistency to ensure that assessment information is put to good effect for subsequent teaching and learning in all classes.

39. Some parents have expressed a concern at the consistency and variety of homework in some classes. Overall, homework is used satisfactorily to extend the development of reading, and sound overall provision is made for homework in English and mathematics. The variety of homework is comparatively limited and consistency has been very recently affected by some staff absence and changes.

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

40. The school curriculum provides a satisfactorily broad range of learning opportunities. However, the overall balance of the curriculum is unsatisfactory. The decision to devote mornings almost exclusively to literacy and numeracy lessons in Key Stage 1 and Year 3, some of which are overlong, has reduced time for some other subjects of the curriculum. This is particularly apparent in information and communication technology, where the currently

limited resources, together with minimal time allocations, reduce pupils' opportunities to explore the subject in sufficient depth. In the light of the impact of literacy and numeracy on the balance of the curriculum, the school is already reconsidering the use of time and timetabling options, and actively working to improve curriculum balance.

41. The school is successful in developing and exploiting the natural links between some areas of work through the use of over-arching themes which enhance pupils' curricular experiences and learning. For example, in Year 3, as part of the topic on Romans and Celts, dance lessons successfully incorporated the story of the Roman invasion of Britain: this focus added significantly to the imaginative and dramatic outcomes of pupils' performance. Good use is made of outdoor resources, such as the school grounds and local environment, to extend opportunities for learning.

42. As at the time of the last inspection, the curriculum provided for the youngest pupils, in Reception classes, is good. It is firmly grounded in the new national Foundation Stage guidance. The programmes of learning, leading to the Early Learning Goals, for children aged five, are rich and varied, and they prepare pupils well for the next stage in their formal education. Early skills in speaking, listening, reading, writing and numeracy are well fostered.

43. The recent focus on teaching literacy and numeracy, in response to national priorities, has resulted in overall satisfactory teaching techniques in Key Stage 1 and Year 3 to foster reading, writing and numeracy. There are particularly effective strategies to teach speaking and listening skills, incorporating a well-planned range of questions to support development at all levels. Teachers make good use of the techniques and skills they have derived from their literacy and numeracy training, and apply them effectively in some other subjects. They plan lessons with clear structures, and ensure coverage of the majority of required subject areas through their termly and weekly planning grids.

44. There are specific, clear policies for all subjects. The scheme of work for science has already been revised satisfactorily, and other subject schemes are in the process of being updated, systematically, in accordance with new national guidance. Most lessons are jointly planned by teachers, in co-operation with their year group colleague, and this results in a high degree of consistency of provision within year groups.

45. The school makes satisfactory provision for equality of opportunity for all its pupils. Staff pay good attention to planning and teaching for the range of abilities and needs in classrooms, and make good efforts to vary tasks and expectations appropriately.

46. The provision for pupils with special needs is good. All pupils have access to the full curriculum, and those with special needs are well supported through the careful planning of individual education programmes, well matched to their specific needs. Good use is made of visiting professionals and outside agencies to ensure at least satisfactory progress for these pupils.

47. The school supports pupils' individual interests and skills through a good range of out-of-school clubs and extra-curricular activities, including some specifically for gifted and talented pupils. Pupils have a variety of opportunities to perform for audiences, for example in assemblies and at a summer fayre and dance festivals. Pupils also contribute their time and talents in fund-raising charity events. This good range of opportunities enriches the curriculum.

48. Provision for spiritual development is satisfactory. The school fully meets requirements for a daily act of collective worship. Appreciation of the spiritual dimension is fostered, particularly through assemblies and religious education, where pupils are able to reflect on a range of issues in a spiritual context. Other specific opportunities are planned to promote a sense of awe and wonder, for example through the appreciation of beautiful pictures and images in art and design. Spontaneous occasions, such as those which arise in nature, are also used thoughtfully for spiritual development.

49. Provision for pupils' moral development is good, maintaining the firmly based Christian principles noted at the last inspection. All staff are good role models for pupils. The good relationships and caring ethos of the school encourage pupils to act responsibly and constructively both inside and outside classrooms. Pupils are given good opportunities to take personal responsibility, and opportunities to use initiative have been satisfactorily improved since the last inspection. For example, pupils act as monitors in a range of ways around the school and ensure the tidiness of the playground. Pupils understand the principles of right and wrong well, and are aware of the consequences of their actions for themselves and others.

50. The school's provision for social development is good. Social relationships within lessons are generally very good. Pupils are well used to helping each other both inside and outside classrooms. They work co-operatively to plan and execute a range of work and are able to appreciate the value of the individual and the work of others. Pupils celebrate each others' successes well. They are encouraged to recognise the need for a commitment to those in the wider world beyond their school, for example by contributing to and organising charity events. The school is an orderly, social learning community and this reflects the patience and hard work of staff and, in turn, the responsible behaviour of pupils.

51. The provision for pupils' cultural development is unsatisfactory. The school provides sound opportunities for pupils to appreciate this country's cultural heritage and some specific opportunities, for example through art and design and music, which encourage them to take an interest in other cultures. However, only limited attention is paid, across the curriculum and over time, to other cultures and belief systems. As at the last inspection, pupils do not have enough opportunities to develop real awareness of the richness and diversity of other cultures which exist within our society, and to learn about, appreciate and value cultural diversity.

52. The school's provision for pupils' specific personal, social and health education is satisfactory overall, with many good features and strategies which are well matched to new national guidelines. The school does not yet have a formal, integrated policy for personal, social and health education. There is a clear policy for sex education, which is delivered largely through the science curriculum. A good range of opportunities within the curriculum is used to promote a healthy life style.

53. The local community makes a very valuable contribution to curriculum opportunities and school life, both through the Church and through the contribution of parents and friends, who give considerable time and support outside and within classrooms.

54. There are good links with partner institutions, actively promoted through a local cluster of schools. Communication is well established with the local middle school to support transition to the next stage of education.

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

55. The school has maintained the good levels of pastoral support and guidance reported at the previous inspection. Pupils are very well cared for, in a welcoming and friendly school, and this is much appreciated by parents.

56. Arrangements for the pupils' day-to-day welfare are good. The school monitors its pupils scrupulously to ensure their safety during the school day. Appropriate systems, with formal records, are well supported by a good number of trained staff. The effective care of the pupils is paramount to the school. An important aspect of the pupils' care is the good relationships, between the pupils themselves and with all the adults in the school. These good relationships pervade the school. For example, the mid-day supervisors create a pleasant, relaxed atmosphere during wet lunch times, through their calm, quiet approach, as they share a variety of activities with the pupils, such as tabletop games and drawing.

57. The school has good procedures for child protection, and the staff, led by a knowledgeable headteacher, are made aware of relevant issues and lines of communication. Health and safety within the school is monitored well, with an appropriate input from the governing body. However, the health and safety policy is in need of updating.

58. Arrangements for promoting and monitoring pupils' attendance and punctuality are good. Parents receive clear messages about the importance of regular attendance, to which they have responded positively and which are reflected in the pupils' above average attendance and good punctuality.

59. The school's assessment procedures are satisfactory in English and mathematics but unsatisfactory for other subjects of the curriculum. Overall, the use of assessment to inform planning, teaching and learning is unsatisfactory and requires improvement. At the time of the last inspection assessment was found to be very well planned, with information used to guide future learning. However, although a range of procedures is in place, the coherence and usefulness of these procedures has not been sustained. The school has a well established procedures to assess pupils when they enter the reception classes, and these sensibly inform planning and teaching. In subsequent year groups, only the tracking systems in place for English have sufficient impact on day-to-day planning and learning. As a result of the inconsistencies in assessment procedures and their use, the school is unable to compare performance levels across a range of subjects from the time pupils enter the school until they leave in Year 3, or the value it adds to pupils' education.

60. Co-ordinators' portfolios show that pupils' work is being sampled on a regular basis and that there are regular occasions when teachers carry out moderation exercises to ensure that all are aware of expected standards. However, not all work is marked to the same standard. Day-to-day marking is inconsistently carried out, and only a few teachers provide useful written feedback to pupils to help them improve their work. Oral feedback to pupils during lessons is often of good quality. For the last two years, useful targets in reading, writing and spelling have been set for groups of pupils.

61. The headteacher recognises that the assessment structures lack cohesion and consistency. Recent improvements include the setting of targets for individual pupils in writing. Detailed analysis of school results has enabled the school to make informed decisions on foci for school development. The headteacher is aware that the assessment policy needs to be updated and has placed a high priority on improving assessment and its use.

62. Pupils with special educational needs receive good quality support, and this ensures that all make at least satisfactory progress. The procedures for monitoring the progress of pupils with special educational needs are good, and information gathered is used consistently well in the preparation of Individual Educational Plans. The school seeks assistance from other agencies when it is needed, to enable individual pupils to reach their personal and academic potential.

63. The school's procedures for promoting good behaviour and eliminating unacceptable behaviour are overall satisfactory. The great majority of pupils behave well. They respond well to the class rules, which they help to write, and to the rewards and sanction system already in place. There are occasions when a lack of strategies, and lower expectations, by a few teachers contribute to a small amount of unsatisfactory behaviour, which has a negative impact on the pupils' learning. When an individual pupil's behaviour gives cause for concern, he or she is supported sensibly with a behaviour chart and parent(s) are fully involved from an early stage.

64. The headteacher recognises that there is a need to update the behaviour policy to ensure an improved consistency of expectations for pupils' behaviour across the school, and to better support staff and guide pupils when the need arises.

65. There are satisfactory arrangements for the induction of the youngest pupils into the school, through liaison with local playgroups and the full involvement of parents/ carers. The school is sensitive to the needs of all its pupils. For example, it works closely with the small number of families from different religious backgrounds to ensure that they play a full part in the life of the school within the tenets of their own faith.

66. The pupils' personal development is supported well through the good knowledge that the class teachers have of their pupils. An important feature of pupil care and support is the system of social records, which are kept for each pupil throughout his or her time at the school. These records are regularly updated and used as reference points for discussions with parents. They are passed on from class to class, ensuring that teachers build a clear understanding of individual pupils' social profiles.

67. Pupils benefit from satisfactory provision for personal, social and health education, which is delivered through the science curriculum, 'circle time' and collective worship. The

pupils' awareness of citizenship is satisfactorily promoted through a variety of responsibilities within the school and through the way the school responds to the pupils' own initiatives. However, it is yet to capitalise fully on pupils' obvious confidence and develop further opportunities for an active role in the life of the school.

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

68. The parents' positive views of the school are similar to those reported at the time of the last inspection. In particular, parents/carers consider that their children like school, that they benefit from a good range of extra curricular activities and that, through good teaching, pupils are making good progress. They consider behaviour to be good and that the school is helping their children to become mature and to work hard. Parents feel that the school is well led and that they would be happy to approach the school with their concerns. Parents are less happy about the amount and variety of homework their children receive and about how well they are informed on their children's progress.

69. The inspection confirms parents' positive views of the school. In relation to homework the inspection team finds that while pupils regularly take home reading and some writing and mathematics, the current pattern is not consistent within year groups. The range of homework is limited in some classes, largely due to very recent staff absence and changes.

70. Inspection evidence shows that parents do have good opportunities, both formally and informally, to meet with the headteacher and staff to discuss their children's progress. Written reports meet requirements satisfactorily, but are not always sufficiently clear as to what pupils know and can do, and, particularly, what they should do next to make progress in their learning. Very recent staff absence has reduced the normally good opportunities for discussion with some parents about their children's progress.

71. Parents of pupils with special educational needs are kept well informed of their children's progress, and the school maintains high quality contact with them, which they value.

72. The school now provides a good level of information to parents regarding the curriculum: this was a key issue at the time of the last inspection and there has been good improvement since then. The school sends parents regular newsletters and information on forthcoming themes for school work, with guidance as to how they might support and contribute to their children's learning. The school has introduced curriculum workshops to keep parents abreast of educational developments such as the National Literacy and Numeracy Strategies. Parents receive very helpful notes on how to work with their children to support their learning in science, by highlighting the scientific aspects of every day life, such as growing plants from seeds and the changes to foodstuffs through cooking. They are given good suggestions on how to share books at home and how they can contribute to their children's mathematical knowledge and understanding. Parents receive satisfactory information through the school prospectus and the annual report of the governing body.

73. The school is fortunate to have a very supportive group of parents who give generously of their time and money. Some parents and friends are able to help regularly in classrooms and to assist with a wide range of school activities. The parents' association raises

considerable sums of money through a variety of well organised, family- oriented activities. Pupils benefit socially from these activities and also in terms of the extra resources, such as the new piano, which this additional funding is able to provide.

74. Overall, the school and the parent body enjoy a mutually supportive and beneficial relationship, which makes a good contribution to the pupils' learning and personal development.

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

75. The school is well led and managed. At the time of the last inspection leadership and management were also good. Since that time, the school has passed through a period of some uncertainty. In terms of leadership, the school has seen the recent retirement of a long-serving headteacher and the former chair of governors, and a period of acting headship. In financial terms, changes in the catchment area and in pupil numbers have recently had a negative impact on the school budget. While the key issues from the last inspection have been satisfactorily addressed in broad terms, there has been some recent loss of momentum in the school's development.

76. A new headteacher took up post in January 2001, and quickly won the confidence of staff, governors and parents. She is providing very good and clear educational direction for the school and a strong impetus for its improvement. She has undertaken a thorough review and evaluation of the school's work and shared her very realistic and accurate assessment of the school's strengths and weaknesses with staff and governors. The priorities for development are entirely appropriate and are articulated in the clearly structured school development plan. The plan is precisely targeted, carefully costed and firmly centred on further raising standards of achievement, teaching and learning. The school is not complacent, and challenging targets are now being set for the future for pupils, staff and school performance.

77. The school's aims and values are satisfactorily reflected in its daily life and work. There is a strong commitment to good relationships at all levels in the school community, with appropriate attention to issues of equality. The headteacher's determination to ensure that every aspect of the school's work in good is well communicated to the staff and to the governing body. The current review of the curriculum and of staff roles and responsibilities is being embraced at all levels. The headteacher is well supported by a hardworking deputy and a conscientious staff team. There is a strong, shared commitment to improvement, and the capacity to succeed.

78. Arrangements to monitor, evaluate and develop the school's work and the quality of teaching are now satisfactory. The school has made a good start in implementing its programme for performance management, backed by systematic monitoring, evaluation and feedback on the quality of teaching. There are increasingly effective arrangements to share the many strengths in the school and to address the small number of weaknesses. These improved procedures have not yet had sufficient time to take full effect in classrooms.

79. The school's special educational needs co-ordinator and the part-time learning support teacher lead and manage the provision for pupils well. They ensure that pupils with special needs are promptly identified and that appropriate provision is made for them. They work well with colleagues, with parents/carers, and with external agencies to sustain good team work and support for pupils and their families.

80. Co-ordinators have satisfactory opportunities to monitor planning and pupils' work and to discuss progress with colleagues. The provision of non-contact time for co-ordinators, the lack of which was a concern at the last inspection, has only recently and satisfactorily been addressed. There are now specific opportunities, welcomed by staff, for co-ordinators to review and improve subject provision and teaching. This is part of the whole school programme for curriculum and teaching review, evaluation and renewal.

81. There is a growing sense of partnership between the school and its governing body, actively encouraged by the new headteacher and chair of governors, who work effectively together. The headteacher ensures that governors have information about all aspects of the school's work and a clear understanding of its comparative strengths and weaknesses. Governors are fulfilling their statutory responsibilities satisfactorily, are very supportive of the school, and are bringing a sharper focus to their strategic role. The governing body's operational procedures are good, and there are well ordered arrangements to ensure that governors have detailed briefings to inform discussions and decision making. Governors have increasingly effective strategies for obtaining first hand knowledge about what is happening in the school, and across the curriculum, to inform their discussions and enable them to challenge where appropriate. These developments, to strengthen the strategic management role of the governing body, are still at a comparatively early stage of development and are not yet fully embedded.

82. The use of school budget and additional grants are appropriately targeted to educational priorities through the school development plan. There are sound financial controls. The new headteacher has, swiftly and supportively, introduced the necessary tools and training in information and communication technology to enhance the school's management systems. There have been immediate improvements, for example in the monitoring of financial expenditure and the efficiency of administrative systems and procedures. Parents make a significant very helpful contribution to the finances available to support the school's work.

83. Teaching staff are appropriate in number and experience. There are good arrangements to induct and support any new staff and to ensure that staff regularly attend in-school and external training to update and increase their knowledge and skills. The comparatively high number of support staff have explicit roles and responsibilities, are well trained, and make an effective contribution to pupils' learning and the work of the school; some provide particularly effective support for pupils with special educational needs.

84. The school's accommodation is adequate and provides a bright, attractive environment for learning. There has been a well-considered programme to enhance the indoor and outdoor fabric and facilities of the school; however due to financial constraints little has been spent on the indoor fabric in recent years. There is a satisfactory long term vision and plan for further improvement and ongoing maintenance, of which the chair of governors is particularly supportive.



85. The quality of learning resources is satisfactory overall. Despite recent financial constraints, governors have resolved to make additional funding available to priority areas such as literacy and numeracy. However, some subjects, and particularly classroom information and communication technology, need updating and upgrading in order to fully match the requirements of the revised National Curriculum.

86. The governing body has a satisfactory understanding of the principles of best value. It is beginning to apply these principles to spending decisions and school outcomes and is fully aware of the need to further refine its practice in this respect.

87. Overall, the school, well led by the new headteacher, and well supported by staff, governors and parents, is now moving forward at a fast pace.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. In order to improve the quality of education provided and further raise standards, the school should:

- Ensure a balanced curriculum by:
  - \* improving planning and provision for the curriculum;
  - \* reviewing the overall curriculum plan and existing arrangements for timetabling literacy, numeracy and the other subjects of the curriculum;
  - \* enabling all subjects, and specifically information and communication technology, to have regular and adequate time allocations.
- Raise standards of attainment in information and communication technology and improve resources and provision for the subject within the curriculum:
- Review and improve procedures for assessing pupils' attainment and progress, to ensure that:
  - \* assessment information is effectively used by teachers to plan lessons, and to extend learning;
  - \* pupils' attainment and progress is regularly reviewed and monitored in all subjects.
- Ensure improved opportunities for pupils to learn about, appreciate and value the cultural diversity of the world in which they are growing up.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	35	40	9	0	0

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

### *Information about the school's pupils*

Pupils on the school's roll	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	238
Number of full-time pupils eligible for free school meals	2

*FTE means full-time equivalent.*

Special educational needs	YR–Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

### *Attendance*

#### **Authorised absence**

	%
School data	4.7
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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

### *Attainment at the end of Key Stage 1*

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

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	27	23	26
	Girls	28	28	28
	Total	55	51	54
Percentage of pupils at NC Level 2 or above	School	92 (85)	85 (83)	90 (91)
	National	83 (82)	84 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	25	27	26
	Girls	28	27	27
	Total	53	54	53
Percentage of pupils at NC Level 2 or above	School	88 (85)	90 (89)	88 (85)
	National	84 (82)	88 (86)	88 (87)

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

### *Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	232
Any other minority ethnic group	4

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

### *Exclusions in the last school year*

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

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

*Teachers and classes*

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

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	25.5
Average class size	29.7

**Education support staff:  
YR–Y6**

Total number of education support staff	9
Total aggregate hours worked per week	166

*Financial information*

Financial year	<b>2000/2001</b>
	<b>£</b>
Total income	457,433.00
Total expenditure	439,603.00
Expenditure per pupil	1,863.00
Balance brought forward from previous year	5,959.00
Balance carried forward to next year	23,789.00

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

**Questionnaire return rate**

Number of questionnaires sent out	236
Number of questionnaires returned	87

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	56.0	43.0	1.0	0	0
My child is making good progress in school.	41.0	53.0	6.0	0	0
Behaviour in the school is good.	36.0	60.0	0	0	0
My child gets the right amount of work to do at home.	29.0	52.0	15.0	1.0	2.0
The teaching is good.	46.0	45.0	6.0	0	0
I am kept well informed about how my child is getting on.	31.0	42.0	25.0	1.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	64.0	34.0	1.0	0	0
The school expects my child to work hard and achieve his or her best.	44.0	47.0	9.0	0	0
The school works closely with parents.	40.0	49.0	11.0	0	0
The school is well led and managed.	44.0	49.0	3.0	0	3.0
The school is helping my child become mature and responsible.	37.0	59.0	3.0	0	0
The school provides an interesting range of activities outside lessons.	37.0	55.0	6.0	0	2.0

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

89. Since the last inspection the school has sustained its good quality provision for children in the Foundation Stage. The curriculum is varied and interesting, and the overall good teaching has a very positive impact on the children's learning. As a result, children continue to achieve high standards of attainment in all areas of their learning.

90. In their fifth year, and depending upon their age, children usually start school, on a part-time or full-time basis, in either the autumn, spring or summer terms. At the time of the last inspection children's standards of attainment on entry were above average. The school now admits children from a different catchment area and greater distances than in the past. Current inspection findings are that children's standards of attainment on entry are broadly average in all areas of learning. This is confirmed by the school's own assessment procedures, carried out in the children's first few weeks.

91. This staggered entry results in children having differing amounts of time in the reception year. However, they settle easily and quickly into the well-established routines. All children, including those with special educational needs, make consistently good progress in their learning because of the teaching, which overall is of good quality, and the significant amount of high quality adult support. By the end of the Foundation Stage the majority of children are on target to exceed the nationally recognised Early Learning Goals for the age group. Higher attaining and older children, in particular, are already working towards Level 1 of the National Curriculum in English and mathematics.

92. The curriculum for the Foundation Stage classes is good. It is very carefully planned to take account of the needs of all children. Teachers use to good effect their substantial knowledge and understanding of the age group, to plan work based on children's skills, knowledge and understanding. Where appropriate, they introduce elements of the Key Stage 1 National Curriculum. A good balance is achieved between activities that are closely directed by the teacher, and those where children choose and can work at their own pace. The activities offered are all well linked by a common theme and give children many opportunities to show independence in their learning.

93. Teachers' assessment of children's attainment and progress is good. The assessments made when children start school are used well to identify what they already can do and what they need to learn next. Suitable records are kept to note the progress of individuals. Perceptive observations are made of children at work, to show what skills, experience and learning are achieved from the tasks set. Support staff give good support of high quality to individuals and groups. They are well briefed and have a clear understanding of what children should learn from the planned activities.

94. The co-ordination of the Foundation Stage is very effective: this ensures that all staff have a strong shared commitment to providing the children with learning experiences of good quality.

95. Liaison between the school and home is good, and particularly so when children start school. Parents are welcomed into school at any time, and both classes receive substantial parental help during the school day.

96. Parents receive good information to enable them to support the work of the school. The quality of the Foundation Stage provision is a strength of the school.

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

97. Children's personal, social and emotional development is given a very high priority in the planned curriculum. Staff members take every opportunity to promote this and it underpins all areas of learning in the Foundation Stage.

98. High but achievable, expectations are made of the children to share, take turns, and develop respect for others. Clear, consistent routines are established to enable children to feel secure and valued and to develop independence. As a result they make very good relationships with each other and with adults. In all activities they play together well, show confidence, and concentrate for long periods. For example in the imaginative role-play area of the flower shop they stay focused for a very long time. They arrange and sell flowers, and share their ideas and understanding of what a 'real' flower shop is like. They have good opportunities to share the pleasures of giving and receiving, when using flowers as presents for friends or the teacher.

99. The children act out, imaginatively, occasions when flowers are particularly used, such as for weddings and birthdays. They understand the links with the garden where flowers grow, the shop where flowers are bought, and the home where they are displayed.

100. Teachers provide good quality teaching and take part in role play activities to extend learning. Children are encouraged to plan their own work, carry out their ideas and discuss with the teacher or adult what they have done. They do this confidently and in some detail. Children behave very well both in the class and around the school and enjoy taking initiative when helping each other or doing small jobs, such as tidying away. They are confident, secure and happy at school and have a clear understanding of right and wrong.

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

101. Speaking and listening skills are well taught. The good adult provision in each class ensures that all children have many opportunities to take part in discussions and talk about their learning and feelings. They develop confidence to talk to both large and small groups, as well as to individuals. Children enjoy listening to stories, rhymes and poems and join in with the teacher when they recognise a familiar text. All the staff model good language for the children, for example by gently correcting 'I done' to 'I did' when a child replies in this way. Adults encourage children to guess what will happen next in a story. They introduce imaginative twists to familiar story themes to promote discussion and creative ideas and to extend vocabulary, as, for example, in their elaborations of 'Jim and the Beanstalk' rather than 'Jack and the Beanstalk'. As a result, the children, show great enthusiasm for language and books.



102. Early reading skills are taught well, with the three-part lesson structure of the literacy hour used appropriately to ensure sufficient challenge for higher attaining children. Teachers ask good questions to help individual children identify words and initial letters in the texts of their books. Staff write words, letters and sentences so that children understand that print conveys meaning. Practical activities such as 'feely bags' encourage children to find and draw objects beginning with a specific letter. Formal handwriting tasks are well supervised to ensure correct letter formation. Children really enjoy this area of learning, and the majority are beginning to read words and simple texts and have a good recognition of initial letters and sounds.

103. Children are given many opportunities to improve their writing skills. They respond with enthusiasm and are keen to record their ideas, often using recognisable words or letters. Supplies of writing materials are readily available and often used; in the flower shop, for example, children make lists of people to receive flowers and the prices for flowers. Children are encouraged to read their writing aloud.

104. Simple homework tasks are well planned, and parents are well informed about the activities the children are engaged in at school and expected to do at home.

### **Mathematical Development**

105. Children develop a good understanding of simple mathematics. The many practical activities and frequent use of mathematical language, integrated into the daily routines, ensure that they receive experiences which promote good learning.

106. Most children recognise numbers to ten, and a large number of higher attaining children recognise higher numbers. When working orally, higher attaining pupils are able to exchange coins, for example two one-penny pieces for a two pence coin, add in ones and twos to ten, and give change in one pence pieces for articles bought. They recognise one and two pound coins, and they can count and sequence in twos. Younger pupils are able to say if objects are bigger or smaller than a leaf from 'Jack's Beanstalk'. They try hard to measure each other, using leaves, though not yet with any degree of accuracy.

107. Teachers and support staff ask challenging questions of children, for example to encourage them to think about how they might measure a friend. The staff model well the use of correct mathematical language, and use mathematical games and lively songs to promote enjoyment and reinforce mathematical concepts. Children take pleasure in this area of learning and benefit from the careful planning which ensures that their needs are met and that the learning is fun.

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

108. Children are given good opportunities to develop their knowledge and understanding of the world. As a result they are well motivated and concentrate well on the stimulating activities. Teachers plan the activities carefully to link with the class theme and the other areas of learning for this age group.

109. Children are developing their knowledge and understanding at a good rate. For example, children know the names of different plants and animals and understand what they need in order to help them grow. They recognise changes in themselves and link these to past events in their lives, for example by talking about when they were babies and what they ate and wore then, compared to the present time. They know about the weather, how trees change in the autumn, that snow usually comes in winter, and that flowers start to grow in spring.

110. Children enjoy using the computer to play simple games, and they work independently and quickly when controlling a 'computer mouse' to choose, collect and drag clothes to dress teddies. They confidently select shapes from blocks and bricks to build significant features of the route to Jack's Castle, and, with support, draw a map representing what they modelled. Children understand that roads are for vehicles, and homes for living and that, on a route, people may pass environmental features such as trees, grass and landmarks. Staff are skilful and purposeful in promoting this area of learning. They help the children well to express their ideas, make choices and learn new language.

### **Physical development**

111. There are good opportunities for children to develop their physical skills, both in and outside the classroom. Teachers' planning for this area of learning is thorough and makes imaginative links with other areas of the Foundation Stage curriculum. Children are well challenged by the planned activities and enjoy the wide variety of equipment to which they are introduced.

112. Outside, they ride wheeled toys confidently when making up a route to Jack's Castle. They adjust their speed and change direction around landmarks on the route, and safely negotiate space to avoid bumping into each other. In the classroom they manipulate dough well to form letters, by rolling, squeezing and twisting it into shape.

113. In the hall, when timetabled for physical education, they show independence in undressing and understand the importance of the initial warm up. Following the theme of Jack and the Beanstalk, they run, creep, climb and take giant footsteps, following instructions imaginatively and well. They use their bodies and hands expressively to show moods and characters when dancing to music. They make good progress in the Early Learning Goals for physical development.

### **Creative Development**

114. Teachers plan an imaginative range of activities and provide good resources for this area of learning. This stimulates children's interest and promotes good learning. Children draw and paint confidently and show increasing control of a range of tools. For example when making observational drawings of bluebells, children used their senses to look closely, and to smell and feel the stem. They then chose the right size paper for their work and thought carefully about size and scale and where the flower heads came on the stem. They discussed well what they intended to do, and evaluated their results. This process produced very good quality drawings which made the children pleased and proud.

115. Children chant and sing very enthusiastically from memory and change words to fit familiar tunes. Often individuals spontaneously sing as they write. In the flower shop role-play area, they play co-operatively and introduce imaginative story lines into their play. Children's creative and imaginative development is well supported, as are the other five key areas of learning in the Foundation Stage. The school provides a good start and rich curriculum for children in the Reception classes.

## **ENGLISH**

116. Pupils' standards of attainment by the end of Key Stage 1 are in line with national averages, and they make satisfactory progress. By the end of Year 3, standards exceed the expectations for the age group and pupils make good progress.

117. At the time of the last inspection, pupils' attainment by the end of Key Stage 1 was above the national average and by the end of Year 3 exceeded expectations for the age group. The drop in standards at Key Stage 1 since the last inspection is attributable, in part, to the school's changing catchment area and to the fact that pupils' standards of attainment are lower on entry than they were then. Additionally, the good quality of teaching in the Foundation Stage and the examples of very good teaching in Year 1 are not sustained at this high level in Year 2, where teaching is satisfactory.

118. In 2000, the Key Stage 1 national tests show that the school achieved above the national average results in reading and writing when compared to those of all schools nationally. An above average number of pupils achieved the higher Level 3. When compared to similar schools, the school achieved average results in reading and writing.

119. Over the last 3 years, the trend in pupils' attainment by the end of Key Stage 1 has shown both boys and girls to be exceeding the national average in reading, with girls' performance slightly better than that of boys. In writing, trends over time show girls to be exceeding the national average and boys in line with the national average.

120. Inspection evidence shows that, throughout the school, pupils' standards of speaking and listening are good, and they make good progress. In the Reception Year, children receive a very stimulating range of experiences of good quality to develop their skills. By Year 1 most pupils are confident speakers and good listeners, able to sustain their concentration and attentiveness well. These skills are built on throughout the school, and pupils in Year 2 respond positively with strong voices and good ideas in response to the teachers' questions. In Year 3, pupils listen very carefully to the teachers, respond thoughtfully to questions, and talk freely and confidently with each other in collaborative and problem solving discussions. They use good vocabulary and know that their contributions will be valued by other pupils and by their teachers.

121. In reading, the majority of pupils achieve satisfactory standards by the end of Year 2, and good standards by the end of Year 3. Reading is given a high priority throughout the school. Children in the Reception Year are introduced to a wide range of reading experiences, and they learn letters and words quickly from familiar texts, rhymes and reading games. Parental help is encouraged, and children benefit from sharing books regularly at home and school. By the time they enter Year 1, pupils are very keen and interested in reading and are confident to try unfamiliar words, using a good knowledge of phonics and

picture clues. Higher attaining pupils are reading simple text well. In Year 1, pupils of all abilities build well on their early learning. They recognise blends of sounds with two letters, such as 'st' and 'pl', and deconstruct and construct four-letter words. The majority read text at an appropriate level for their ability, confidently and fluently.

122. The good progress that pupils make in the Reception and Year 1 classes slows down to satisfactory progress in Year 2. Pupils maintain their interest in books and reading but are less motivated to try unfamiliar text or transfer the skills they have learnt, for example when reading and answering written questions. This is particularly the case for the younger age and lower attaining pupils.

123. In Year 3 the rate of progress is good. Almost all pupils are confident, fluent readers, able to discuss stories, themes and ideas factually and imaginatively, and with a good understanding of what they read. Pupils use reference books well and are efficient and confident in finding information. Throughout the school, the small number of pupils with special educational needs in reading are well supported. As a result they are keen, try hard to use the strategies they have learnt to read unfamiliar text, and make satisfactory progress.

124. Standards of writing are satisfactory by the end of Key Stage 1 and good by the end of Year 3. Children in the Reception Year make a good start with writing, and this is built upon well by the end of Year 1. By the end of Year 2, most pupils write in full sentences and spell common words correctly in a legible hand. They write satisfactorily in a range of styles such as letters, instructions, poems, factual reports and imaginative stories. The higher attaining pupils use vocabulary well to sustain the interest of the audience, as, for example, when writing about the adventures of 'The Owl and the Pussycat' during their missing year at sea. However, lower attaining pupils and younger pupils are less motivated to write, and produce only a limited amount of work; their handwriting and spelling is weaker than is expected.

125. In Year 3, the majority of pupils write well, with good use of language and fairly good spelling. They know how to choose language for emphasis when writing for a specific reason. They use their writing skills well in other subjects, for example in descriptive and informative writing about the Celts in history, or in imaginary holiday postcards in geography. However, throughout the school, standards of handwriting and presentation are variable, with teachers not having consistent expectations of what is acceptable.

126. Pupils have overall satisfactory attitudes to English in Key Stage 1, and good attitudes in Year 3. The majority of pupils concentrate satisfactorily on their tasks and are keen to learn. Where teaching is good, pupils respond with enthusiasm and good motivation.

127. The quality of teaching is satisfactory overall at Key Stage 1 and good in Year 3, with examples of very good teaching in Year 1 and Year 3. At the time of the last inspection, teaching was good in Key stage 1 and satisfactory in Year 3. Changes to the staffing of classes have resulted in teachers not teaching in the same year groups as when last inspected. All staff follow the recommendations of the National Literacy Strategy for the daily lessons. Teachers have a secure knowledge of the subject and plan suitable lessons which build on pupils' past work. All staff have good relationships with the pupils, which promote a calm, successful approach to managing behaviour in lessons. Resources are well chosen to promote learning, and the objectives for the lessons are shared with the pupils.

128. In an example of very good teaching in Year 1, text and illustrations from the Town Mouse/Country Mouse big book were used very well. They kept pupils focused and on task, and the teacher demonstrated aspects of writing very well for the pupils. There was a high level of challenge for all pupils, and much good content was effortlessly included in the lesson. In a very good Year 3 lesson, five groups were supported to very good effect in a group reading session. The teacher skilfully structured the tasks so that very effective learning took place in a short time. The activities provided by teachers motivate pupils and link well to topics in other subjects, for example by making history word banks for work on the Celts and Romans. In a Year 2 lesson, satisfactory teaching motivated pupils to discuss and share their ideas for 'Owl and Pussycat' adventures. However, insufficient time and lack of individual support for the lower attainers meant that they lacked motivation and produced little written work.

129. In Key Stage 1 and Year 3, a significant proportion of time is devoted to literacy, including additional time for activities such as phonics, handwriting, spelling and group reading. In some classes this literacy focus, together with additional time for numeracy, reduces the time for other subjects of the curriculum. However, some teachers are making good use of time and activities in other subjects to extend literacy skills, in order to sustain a balance in the curriculum. Year groups plan well together, with a good level of consistency, which represents an improvement since the last inspection.

130. Procedures for assessing pupils' attainment and progress are satisfactory. However, there is inconsistent use throughout the school of assessment information on a daily basis when teachers plan lessons. This means that targets for groups and individuals are not used specifically when lessons are being planned. The quality of marking in pupils' books is also inconsistent. Where the marking is good it encourages pupils and helps them to know what they need to do to improve.

131. The leadership and management of the subject is good. The co-ordinator has worked hard to ensure that all staff are confident and secure to teach the Literacy Strategy and that resources are sufficient and suitable to support pupils. There is a clear future direction for the subject.

132. Reports to parents give a satisfactory picture of pupils' strengths and weaknesses in English. All classes receive homework, though the quality and timing of this is not always consistently applied across the school. A few parents report that they are confused about when and what their children should be doing, with the result that some opportunities are missed for parents to support pupils at home on a regular basis.

133. Pupils sometimes use word processing skills to produce written work, but the use of information and communication technology in the subject is underdeveloped and unsatisfactory.

## MATHEMATICS

134. Inspection evidence shows that pupils' standards of attainment are in line with national averages by the end of Key Stage 1, and are above national expectations by the end of Year 3

135. Results of the National Curriculum tests in 2000 show pupils' standards at the end of Key Stage 1 to be above the national average. The number of pupils reaching the higher level 3 was above the national average. Results are in line with average standards achieved by similar schools. Overall, the trend in standards achieved over the past five years has been one of improvement, but it includes a slight fall in pupils' performance over the past two years.

136. The introduction of the National Numeracy Strategy has increased pupils' ability to calculate mentally, a clear improvement since the last inspection. This greater facility with mental calculations gives all pupils access to the curriculum offered by the school. Pupils with special educational needs are well supported with work sensibly adapted to their particular needs.

137. Pupils in Year 1 are able to complete various counting and co-ordination activities, and more able pupils are beginning to understand the concept of 'place value'. Most pupils can count both forward and back. They are able to add, for example, 3 to any given number that is a multiple 10 and to recognise equivalent numbers up to 100.

138. In Year 2 classes, pupils manipulate simple numbers satisfactorily and are able to present mathematical data in various forms such as a pictograms and bar graphs. Most pupils understand the mathematical concepts appropriate for this age.

139. By Year 3, pupils are manipulating more complex numbers and mathematical concepts in such areas as the addition of money and the calculation of change. Most can understand place value. They are able to justify their calculations, as well as realising that there are different ways of performing the same calculation. Work seen in Year 3 is above national expectations for the age.

140. The quality of teaching in Key Stage 1 is satisfactory. In one lesson seen the teaching was good. In Year 3 the quality of teaching is consistently good. As a result, pupils, including those with special educational needs, make consistent gains in their learning. Classroom assistants provide good quality support for pupils, especially in helping those pupils who learn at a slower pace than most others.

141. Teachers plan their lessons to a consistent format throughout the school. They spend a high proportion of their time teaching purposively, and use questioning of high quality to develop pupils' understanding. Teachers do not rely entirely on published materials but sensibly modify work sheets to match the needs of individual or groups of pupils to make work interesting.

142. Pupils enjoy their work, and their attitudes and behaviour are good in all lessons. Lessons are well matched to the needs of pupils who learn at different rates. There are, however, limited opportunities for pupils to extend their investigations or take responsibility for their own learning.

143. Assessment and recording of pupils' progress is clear and well linked to the National Numeracy Strategy. However, day-to-day marking of pupils' work is often reduced to a ticks and comments, which do not move the pupils forward in understanding how to improve their work.

144. The co-ordination of the subject is satisfactory. The actions being taken as part of the school development plan are having a positive impact on provision for the improvement of mathematics. A clear and improved role for the co-ordinator is emerging in relation to the monitoring of both teaching and learning, and with improved opportunities to support further development in the subject.

145. Resources for the subject are satisfactory, although some of the equipment is well used and becoming dilapidated. The improved co-ordinator role, and the specific funding allocated to the development of the subject, indicate that the school is well placed to further raise standards.

## **SCIENCE**

146. Inspection evidence indicates that standards of attainment by the end of Year 2 are in line with national averages. Pupils in Year 3 achieve standards above national expectations. Pupils make satisfactory overall progress.

147. Results of the National Curriculum teacher assessment in science at the end of Key Stage 1 in 2000 showed the school's performance to be below the national average. The proportion of pupils reaching standards above those expected for pupils aged seven was close to the national average. However, in comparison with similar schools, pupils' attainment was assessed as well below average.

148. At the time of the previous inspection, standards throughout the school were reported as above expectations for pupils' age. The school has identified a lack of investigative work in science as the cause of the fall in standards since then, and current inspection evidence indicates this to be the case. The school has recently provided training for teachers to improve this aspect of teaching and learning. This training is now having a positive impact upon the quality of teaching and upon standards of achievement.

149. The majority of teachers give pupils a satisfactory range of science experiences, with a good emphasis on investigations. Skills in prediction, observation and enquiry are particularly well developed in Years 1 and 3. The development of investigative work is still at comparatively early stage in Year 2, where the majority of topics are not covered in sufficient depth to ensure that better than average standards are attained. Throughout the school, pupils with special educational needs attain satisfactory standards in relation to their previous learning, and they make sound progress towards their own learning targets.

150. Pupils in Year 1 are keen to discuss their work and show what they understand and can do. They confidently demonstrate how different parts of the body can be used for pushing and pulling; higher attaining pupils carefully link this knowledge to other personal experiences. Pupils know that some foods are healthier than others, and they can categorise those with

which they are familiar. In Year 2, pupils show that they can make sensible predictions of the types of animals they might find in the school grounds and where they might find them. They study aspects of electricity and carefully and accurately record how a bulb lights up.

151. By Year 3, pupils can successfully identify the properties of a range of materials. They make good links with knowledge in other subjects; in history, for example, they discuss the materials from which the Romans might have made their pots. They enjoy learning, understanding and using new vocabulary, including words such as 'opaque' and 'transparent'. They successfully answer questions about similarities and differences between objects. They regularly make good use of a range of charts and tables to present their work.

152. Pupils' attitudes to their work are overall good. A very small minority of pupils have a limited concentration span which adversely affects their progress in lessons. Behaviour is generally good and pupils make most progress when learning during well-organised practical lessons. Pupils find these lessons exciting and they respond with enthusiasm to the opportunities they are given. They work well together and use equipment sensibly. Pupils listen carefully to each other and are keen to ask and answer questions. Although the work of high achievers is generally neat and well presented, the work of other pupils is sometimes unfinished and is less well presented in one third of classes.

153. The quality of teaching is satisfactory throughout the school, with an example of good teaching in Year 3. The teachers in each year group work closely together to plan science work. In the good lesson, effective use was made of questioning to extend pupils thinking. The teacher took care to make the lesson relevant and interesting, through the use of appropriate resources. Pupils make satisfactory progress when the aims of the lesson and activities they are given are carefully matched. Effective summing up by the teacher at the end of a lesson enables pupils to evaluate their ideas and consolidate their learning.

154. The school has a satisfactory assessment procedure for monitoring pupils' progress, but it is not used consistently across the school. There is a lack of opportunities for assessment, and the marking of work frequently fails to point the way to improvement and help pupils to know how to progress.

155. The recently appointed subject co-ordinator was not present during the inspection. However, the evidence suggests that the development of the subject is well managed. This evidence was gathered from a school portfolio of science, the subject management file, work seen, and discussions with the headteacher. The science policy has been recently reviewed and sound targets for development have been set. These targets have already begun to have an impact on the standards of pupils' work. The science curriculum has recently been updated to take account of the revised National Curriculum, and effectively linked to the nationally approved scheme of work. Learning resources have been reviewed and are well organised.

156. The use of ICT within the science curriculum is unsatisfactory: sound plans are in place to remedy this situation.



## ART AND DESIGN

157. Only two art and design lessons were timetabled during the course of the inspection. Additional evidence was gathered from the wide range and wealth of work on display and in portfolios and sketchbooks. Taken together, this information indicates that standards of art and design work by the end of Key Stage 1 and Year 3 are above the national expectations. Pupils' progress is good. Standards in art and design have improved since the last inspection. This is the result of a continued strong emphasis on the subject within the curriculum, and the systematic development of pupils' art and design skills across the school.

158. Pupils in Key Stage 1 build confidently on the good foundations laid in the Reception classes. In Year 2, pupils listened carefully to instructions, and thoughtfully discussed their experiences of 'moving water'; they described their perceptions of a range of pictures of water expressively, with good use of language. They work in their sketchbooks well, and all Year 2 pupils were able to produce four different designs for a water print, from which to select and improve one to a finished product. Most pupils work effectively, both independently and in paired work, when they evaluate and contribute ideas to each other's work. Boys and girls often work well together in this subject, and many pupils show thoughtfulness and sensitivity in their comments to each other. They discuss a wide range of previous work with confidence and can describe techniques of other artists, such as Kandinsky, Klee and Monet, whose styles they have tried to emulate, often with considerable success. Pupils' efforts to replicate the designs of Aboriginal artists are particularly skilful and effective. They clearly enjoy their art and design activities.

159. In Year 3, pupils' skills and techniques continue to develop well. Art work in sketchbooks and portfolios is of a good standard overall, with pupils' drawings, paintings and designs for 2D and 3D work showing use of a good range of techniques and materials. Their artistic skills are also used well in other subjects, for example to enhance project work in history, and to produce imaginative illustrations, of characters from the book 'Charlie and the Chocolate Factory', for work in English.

160. In the two lessons seen in Key Stage 1, standards of teaching were satisfactory in one and good in the other. Lessons are well planned, with clear objectives, good use of pictures and photographs as stimuli for learning, and good use of questioning. Pupils were given carefully planned and open-ended opportunities to develop and improve their designs and skills. There is insufficient evidence from observations to judge the quality of teaching in art and design throughout the school. However, the art and design products seen in Years 1 to 3 indicate an increasing range of work to meet the subject expectations of the National Curriculum. Teachers work well with pupils to extend and refine their experiences and skills. The use of sketchbooks is particularly effective in enabling pupils to reflect on past work and plan for and improve their efforts in the future.

161. Overall, the school has a satisfactory range of resources for art and design. These are enhanced to a good level by way of additional artefacts, paintings and photographs, art books and materials for specific art topics, to stimulate the interest in and scope for achievement. Classrooms are satisfactorily resourced and have suitable areas for art and design work. The art and design policy is clear and there is good guidance for teachers. This is currently being further developed under the curriculum improvement programme established by the new

headteacher. The use of information and communication technology in art and design is at an early stage of development and at present is unsatisfactory. The school has satisfactorily increased the range of 3D and textile work since the last inspection, and opportunities to investigate and experiment in art and design are now good.

162. The co-ordination of the subject is good and the development of the subject is supported well. Progress in the subject is monitored and evaluated satisfactorily through scrutiny of sketchbooks and work undertaken in classrooms. Some non-contact time is now being provided to enable the co-ordinator to fulfil the role and responsibilities more effectively. Overall, art and design is a strength of the school.

## **DESIGN AND TECHNOLOGY**

163. No design and technology lessons were timetabled during the period of the inspection. It is therefore not possible to make judgements about the quality of teaching and overall standards achieved by the pupils, nor to make fair comparisons with outcomes at the time of the previous inspection. However, some conclusions can be drawn. In reaching these judgements, account has been taken of evidence in displays in classrooms and around the school, in a portfolio of work provided by the school, and through discussions with pupils.

164. The school has sustained a well-established, systematic programme of teaching and learning in design and technology. The programme is suitably varied and covers the key elements of the National Curriculum programmes of study satisfactorily. There are appropriate and increasing expectations, from Years 1 to 3, of the knowledge, understanding and skills to be developed through design and make tasks. These tasks are quite widely spaced across the school year, and discussion with pupils indicates some loss of momentum as a result of this timetabling decision. However, pupils talk in positive and knowledgeable terms of their experiences in the subject, and they have clearly enjoyed their lessons and gained from them.

165. Teachers ensure that tasks are open-ended, and encourage a variety of approaches and a range of designs. They ensure that pupils use, over time, a satisfactory range of tools, equipment, materials and components. Pupils are encouraged to discuss and evaluate the processes they use, for example in their explanations of the variety of stick puppets made in Year 2. By Year 3, pupils are able to design and make a range of bags for specific purposes, using a selection of materials. They explain how they were able to improve designs, and are able to evaluate the overall effectiveness of the product, orally and in writing, using appropriate technological terms.

166. There is a sound policy for the subject, which ensures curriculum coverage and progression, and gives good guidance to support staff in teaching specific elements of the design and technology curriculum. However, the use of information and communication technology as part of the subject is unsatisfactory. While pupils' progress is assessed and reported annually, assessment is not satisfactorily used to direct future planning and teaching. Resources for the subject are satisfactory in quality and range.

167. The subject has been without a co-ordinator over the past term, a situation which is unsatisfactory. However, the headteacher has taken interim responsibility for design and technology and is ensuring that the programme for teaching and learning is sustained. Monitoring and evaluation of teaching and learning in the subject is currently underdeveloped. The school has specific and appropriate plans to re-allocate responsibility for leadership of the subject and to adopt the nationally approved scheme of work for the subject. It has recognised the need to increase the use of information and communication technology to support teaching and learning. While provision for current design and technology is broadly satisfactory, the subject is not currently being actively led and developed.

## **GEOGRAPHY**

168. Owing to timetable arrangements, only three geography lessons were observed during the inspection. However, the scrutiny of pupils' work and displays show that standards of work are in line with national expectations in Key Stage 1 and Year 3. This is below the standards reported in the previous inspection and reflects the reduction in time now allocated to the subject. Sound overall progress is made in learning in both key stages. Pupils with special educational needs are well supported and make sound progress in relation to their targets.

169. By Year 3, pupils have a satisfactory appreciation of maps and are developing good mapping skills. This is a strength in the subject. They are introduced to simple map co-ordinates at an early age and can use this knowledge to locate and record various physical features on their own maps. Young children carefully construct maps of the story of Little Red Riding Hood, and they begin to appreciate the key features of their immediate environment in their walks around the locality. They are carefully taught to keep weather diaries and use the correct weather symbols to describe the weather on a daily basis. The work of older pupils in Year 3 shows that they are beginning to appreciate the difference between two contrasting locations, and they accurately use simple vocabulary to describe significant features.

170. The quality of teaching at the end of Key Stage 1 is satisfactory overall, and there was one example of unsatisfactory teaching.

171. There is insufficient evidence to make a judgement on the quality of teaching in Year 3. At the previous inspection, no overall judgement was made on the quality of teaching in the school. Teachers show secure knowledge of the subject and have concise learning objectives for lessons, which are carefully translated into well thought out activities for pupils. For example, in a Year 3 lesson, focused on holiday destinations, the teacher carefully built on pupils' own experiences before guiding them into atlas work and developing their knowledge of European countries. There is a good balance between giving pupils information and providing resources for them to develop their enquiry skills, and this ensures that good progress is made in learning.

172. In the small number of lessons seen, pupils worked well when they were interested and actively engaged in practical activities. They were able to work collaboratively when good input from the teacher ensured a high level of interest, and their attitudes were then generally good. An unsatisfactory lesson was characterised by a poor match between the intended learning and activities provided for pupils, and a failure to motivate pupils.

173. There is limited use of assessment in the subject to inform future teaching and learning. The use of information and communication technology within the subject is underdeveloped and unsatisfactory.

174. The curriculum has recently been reviewed and thoroughly covers all required aspects. It offers a good balance between the development of enquiry skills, fieldwork and the acquisition of knowledge. The co-ordination of the subject is good, and the role and responsibilities of the co-ordinator are well understood. The plan for further improvement has clear priorities and appropriate targets. The co-ordinator gives good educational direction and support to colleagues. Satisfactory monitoring of the subject is carried out by examining lesson plans and pupils' workbooks. This has resulted in carefully considered priorities for new learning and for improved ICT resources.

## **HISTORY**

175. During the inspection only two history lessons were timetabled. However, a scrutiny of work in books, teachers' planning, displays, and discussions with pupils show that there is an appropriate coverage of historical themes. Pupils achieve standards in line with national expectations by the end of Key Stage 1 and above national expectations in Year 3. The current standards at the end of Key Stage 1 are lower than those reported at the previous inspection, when standards were above national expectations. This reflects the reduced time now allocated to the subject in Key Stage 1. Pupils with special educational needs achieve satisfactory standards in the context of their previous attainment and personal targets.

176. In Key Stage 1, pupils develop sound skills in history. They are encouraged to make good use of their environment and can thoughtfully record similarities between their school long ago and as it is now. They work carefully with pictures, showing the development of transport systems, and can order pictures chronologically to show the development of the bicycle through the ages. Historical diaries show that a visit to Amberley Museum successfully reinforced existing their knowledge of transport systems. Carefully executed work on George Stephenson's 'Rocket' indicates a growing knowledge and understanding of changes over time.

177. In Year 3, pupils enthusiastically recount knowledge of the Second World War. Effective links are made with the literacy curriculum in preparing and carrying out interviews with visiting war evacuees. A visit by a theatre group offered pupils good opportunities for role play as evacuees waiting at a railway station. Pupils show good recall of significant details about who were the war leaders and about the Blitz. They show well developed empathy when speaking of how evacuees might have felt. By their mature and thoughtful responses, pupils show that they have gained sound insights into life during the war years. In their study of the Romans and Celts, they are able to begin to analyse historical change as they investigate similarities and differences in the styles of life and of warfare. They are also able to appreciate long-term chronology by placing known historical events on a timeline.

178. In the one lesson observed, the quality of teaching was good. The lesson was well planned, taught at a good pace, and offered the pupils a good range of activities to motivate them. Paired discussions were well used to support all pupils in their learning. However, there is insufficient evidence to make a judgement on the overall quality of teaching in the subject. It was good at the time of the last inspection.

179. Evidence from inspection of pupils' work indicates that a current weakness lies in the quality of marking. Another is the under-development of assessment opportunities, to inform teachers and pupils of the progress made and the next steps to be taken. Interesting and well-organised displays are used by teachers as a rich stimuli for learning in Year 3, and a good range of visits and visitors brings history to life for the pupils.

180. The co-ordination of the subjects is good. Resources to support the history topics have been carefully identified. There is good support for staff and clear identification of areas for further development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

181. Attainment for all pupils in information and communication technology (ICT) is below the levels expected nationally. This represents a decline in standards as reported at the time of the last inspection. The school has made slower progress than required since that time. Fundamental resource and training issues lie at the heart of concerns for the subject. The number of computers and peripherals of good quality is inadequate to deliver the National Curriculum in Key Stage 1 and Year 3. Access to the world-wide web and the use of CDs to gain information are under-developed, and teachers do not have sufficient knowledge to fully exploit the medium. There is a lack of record keeping to ensure each pupil's entitlement to ICT experiences. These shortcomings are having a direct and negative impact upon the standards which pupils are able to achieve overall. Although the school identified information and communication technology (ICT) as a priority at the time of last inspection, not enough progress has been made.

182. Only two very short lessons were timetabled during the inspection, and computers were underused in some classrooms. There was therefore insufficient evidence to form a judgement on the quality of teaching. Teachers do not keep records that are detailed enough to ensure that the co-ordinator understands what pupils can or cannot do. The scheme of work has not improved since the last inspection, and there is a lack of planning to ensure that skills are developed progressively from year to year.

183. Pupils within Key Stage 1 are able to perform simple computer functions such as mouse control and 'drag and drop', but skills and the opportunity to practise them are limited. The use of information and communication technology is underdeveloped, both as a subject for study in its own right and as an aid to learning in other subjects.

184. When pupils are seen working on the computers their response is always good. They receive help from some knowledgeable adults, including parents, but in some instances a lack of knowledge on the part of staff inhibits learning. Pupils with special educational needs work alongside other pupils and make satisfactory progress at these times.

185. The co-ordinator, headteacher and governors are aware of the deficiencies in information and communication technology. As part of the school development plan they are giving high priority to improvements in staff training and the raising of awareness, and the provision of hardware and software. For example, the governing body has sensible and immediate plans to replace the obsolete computers and to ensure that each class has up to-date computers, together with more software to support ICT across the curriculum. Teachers have recently begun to receive ICT training. There is already increased awareness of possibilities of the use of ICT in classrooms, and some sound efforts to increase teaching and learning in the subject.

## **MUSIC**

186. During the period of inspection few music lessons were timetabled. There is insufficient evidence, therefore, to make judgements about pupils' standards of attainment by the end of Year 3, or the quality of teaching.

187. Pupils' standards of attainment by the end of Key Stage 1 are in line with national expectations for the age group, and they make satisfactory progress. At the time of the last inspection, pupils' standards throughout the school were well above average and they made good progress. These standards have not been maintained, as music is no longer taught to all pupils by a specialist teacher and less time is devoted to the subject than in the past.

188. In Year 1, pupils are able to complete appropriate actions to a chant and play a rhythmical accompaniment, using boomwacker instruments. They perform confidently to one another and practise to improve their performance. In Year 2 they play claves to indicate the pulse of a song and understand the difference between rhythm and beat. Pupils listen well to identify the main themes and the instruments used in Smetana's 'Vltava'. They recognise the flute and violin, and high and low sounds. In assemblies, all pupils sing to a satisfactory standard. The majority listen attentively to the music playing at the beginning and end of the assembly. However, a few pupils spoil the reflective opportunity at these times by talking when they should be listening.

189. The quality of teaching in the lessons observed at Key Stage 1 was overall satisfactory, with examples of good teaching, particularly by the subject specialist.

190. Teachers try hard to promote sound musical principles and good listening skills in their lessons. They have clear lesson plans which build on pupils' previous learning and provide suitable challenges for pupils to make progress. Teachers start each lesson by reminding pupils of the work they undertook in the previous lesson. They suitably encourage pupils to practise and improve their skills, and to perform to each other. Where the quality of teaching was good the very secure subject knowledge of the teacher enabled the lesson to move at a fast pace offer good quality experiences which promoted good learning. The teacher ensured participation and challenge for all pupils and made clear, over the course of the lesson, what pupils needed to do to improve their individual skills. Pupils were expected to think about and evaluate the quality of the sounds and music they made.

191. In the lessons observed, pupils showed satisfactory attitudes to music. They listened to the teachers, took part willingly in the tasks, and particularly enjoyed playing instruments when given the opportunity.

192. Pupils in Year 3 are able to learn recorders as an extra-curricular activity. In assembly a group played to a good standard, with a clear tone and correct fingering. The pupils very confidently performed to the audience and kept in time with the piano and with one another. Pupils have the opportunity to take part in school productions and perform to the community. Regular services in the church are supported with music by pupils. Music opportunities are suitably extended.

193. The leadership and management of the subject is good. The co-ordinator has a clear understanding of next steps for developing the subject further. She works hard to ensure that staff who are less secure in their knowledge and understanding have a clear framework and good guidelines for planning and teaching their lessons.

194. There is no satisfactory system of assessment for recording and reviewing pupils' attainment and progress. This has been identified by the school as a future priority. The use of ICT within the subject is underdeveloped and unsatisfactory.

## **PHYSICAL EDUCATION**

195. Timetabling arrangements during the period of inspection, and the inclement weather, allowed inspectors to observe only lessons in dance. Scrutiny of the subject policy, schemes of work and teachers' planning indicate that the school does provide broad and appropriate coverage. There is a progression of activities throughout the school, including dance, gymnastics, athletics, games and outdoor pursuits.

196. Pupils' standards of attainment in dance, by the end of Key Stage 1, are in line national expectations. This represents a decline since the last inspection, when standards were judged to be above average. However, the standards observed in Year 3 during the inspection were good, and pupils make good progress: this conforms with findings at the time of the previous inspection.

197. Pupils in Key Stage 1 make satisfactory progress and understand that a dance must have beginning and a clear end. By the end of the Key Stage they can vary their movements and the pace of dance to indicate both serenity and turbulence, as exemplified in the Year 2 performance of 'River Dance'. Pupils work co-operatively together and understand and appreciate performing to an audience. They analyse each other's work and celebrate the success in one another's performance.

198. In Year 3 the concept of dance is further developed, and pupils appreciate that dance not only tells a story, but has within it an artistic as well as a physical dimension. Throughout the school pupils enjoy these physical education lessons and generally give of their best, whatever their level of ability.

199. The quality of teaching is overall satisfactory at Key Stage 1, and there was one example of unsatisfactory teaching. Teaching is good in Year 3. In the best lessons, the teaching is characterised by careful joint planning for the year group. The teachers use effective questioning and prompting in lessons, becoming progressively more challenging and enabling pupils to make good progress in developing more complex routines. Teachers enable pupils to demonstrate to their peers, and support them in analysing one another's

movements. Teachers provide warm-up techniques at the start of lessons to prepare pupils for vigorous exercise; occasionally, lessons end too abruptly and pupils are not able to cool down and relax their bodies sufficiently. Where the teaching was unsatisfactory, the pace was slow and skills were not extended, and as a result there was some unsatisfactory behaviour which reduced the quality of learning.

200. The accommodation for physical education is satisfactory overall, and includes a large playing field, level playgrounds, and a satisfactory range of well kept equipment.

201. There was insufficient evidence to make a judgement on the co-ordination of the subject. However, clear structures are in place for the subject, and it is well supported by a good range of extra-curricular activities and sports clubs, which include gymnastics, dance, football and karate. These valuable additions to the curriculum draw in the wider community to the school and provide quality coaching for pupils.