

# INSPECTION REPORT

## **WAVELL COMMUNITY INFANT SCHOOL**

Catterick Garrison

LEA area: North Yorkshire

Unique reference number: 121344

Headteacher: Mrs. Susan Fletcher

Reporting inspector: G. W. Cooper

23647

Dates of inspection: 28<sup>th</sup> – 30<sup>th</sup> January, 2002

Inspection number: 207248

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Wavell Road, Catterick Garrison North Yorkshire
Postcode:	DL9 3BJ
Telephone number:	01748 833340
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Donna Fincham
Date of previous inspection:	14 <sup>th</sup> September, 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr. G. W. Cooper	Registered inspector	Science Information and communication technology Physical education Provision for pupils with special educational needs Equality of opportunity	Information about the school The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9039	Mr. B. Eyre	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19709	Mrs. J. Fisher	Team inspector	Areas of learning for children in the foundation stage History Geography	
7958	Mrs. G. Lewis	Team inspector	English Provision for pupils with English as an additional language Religious education	How good are the curricular and other opportunities offered to pupils?
11419	Mrs. P. Underwood	Team inspector	Mathematics Art and design Design and technology Music	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Wavell Infant School caters for 227 boys and girls aged three to seven, including 74 children who attend the Nursery part time. The school is situated in the largest army garrison in the British Isles. Because of the nature of their parents' employment, pupils rarely stay at the school from the usual time of entry to the usual time of leaving. Indeed, it is a major characteristic of the school that many pupils stay for little more than a year. The vast majority of pupils come from a white United Kingdom heritage. A tiny minority come from a black Caribbean or Indian heritage. Two pupils are at an early stage of English language acquisition a proportion that is below average for schools of this type. The number of pupils on the school's register of special educational needs and of those with a statement of need is below average. Children enter full-time schooling with a wide range of prior attainment. Baseline assessments indicate attainment on entry to be broadly average.

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

Wavell is a good and improving school. Results of National Curriculum tests are at or above the national average. Teaching is good throughout the school. Leadership and management are very good providing a resolute sense of direction. Given available finance and standards, the school provides satisfactory value for money.

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

- The school is very well led.
- Teachers are skilled and very committed to their pupils.
- Standards match and sometimes exceed the expected standard when pupils are seven.
- A safe and secure environment caters very well for a frequently shifting pupil population.
- Very good provision is made for the personal development of pupils with successful outcomes in their sense of maturity and responsibility.
- Children get off to a good start in the Foundation Stage (Nursery and Reception classes).
- Relationships are consistently good throughout the school: adult with adult, pupil with pupil and among adults and pupils.

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

- Although marking is supportive of pupil endeavour it is not focused enough on how to improve.
- Assessment does not make sufficient use of available information to stretch higher attaining pupils.
- Strategies for independence, imagination, initiative and choice in lessons.
- Information in the school brochure and governors' report to parents about the welfare of their child and about access for the disabled.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was previously inspected in September, 1998. Since then it has made good improvement. From the key issues of the previous inspection: the curriculum is thoroughly planned to ensure continuity from key stage to key stage and from year group to year group; there have been great improvements in the level of resources; provision for the cultural development of pupils is now good. Additionally, standards are rising steadily from year to year and the quality of teaching is improved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	E	D	C	C
Writing	D	C	B	B
mathematics	E	C	A	A*

**Key**

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

Because the free school meals indicators are inappropriate in the case of this school and because of the impact on standard test results of the number of pupils entering and leaving the school at a later stage than usual, the inspection team has decided to raise the similar school comparison grades by one letter. The table shows a steadily rising trend of improvement in results, although there are some variations from year to year. For the most recent group of pupils, standards are at least at the national average (in reading), above average in writing and well above average in mathematics. A\* in the similar school column, indicates results within the top five per cent of results nationally. There are some differences in the attainment of boys and girls, although the differences are not consistent. Sometimes boys do better than girls and sometimes it is the other way around. Teacher assessments in science indicate performance above the national average. The school does not need to set targets but it does. Targets are met and the current group of pupils is on course to achieve its targets. In the work seen during inspection, speaking and listening was above the level expected. There was insufficient evidence to make a secure judgement in religious education. In the Foundation Stage, children are on course to exceed the expected learning goals in personal, social and emotional development and to achieve the expected goals in the other areas of learning. Early reading skills are particularly good. Given average attainment on entry to school, pupils make satisfactory progress and achieve what is expected of them. The progress of pupils with special educational needs is good, the result of sensitive provision and good targets for learning. For the very small number of pupils learning English as an additional language, progress is very good. For some of these pupils, their attainment is in line with that of other children of the same age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about their school life.
Behaviour, in and out of classrooms	Good. The vast majority respond well to the school code of conduct. A very small number of pupils present challenging behaviour.
Personal development and relationships	Good. Pupils get on well with each other and with adults. They enjoy taking responsibility for tasks around the school.
Attendance	Good. School attendance data shows that pupils come to school regularly and on time.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	good	good

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

The quality of teaching is good throughout the school, although there are some variations from class to class. Overall, about 19 out of 20 lessons were satisfactory or better. Almost eight lessons out of ten were good or better. The one unsatisfactory lesson seen was uncharacteristic of the standard of teaching set in the school. Teaching in English and mathematics is good. Teachers have a good approach to the national strategies for numeracy and literacy and as a result basic skills are well taught. Although there are no significant weaknesses in the teaching, the strongest teaching was seen in some of the Foundation Stage classes. Teachers plan lessons with clear objectives and manage pupils well. The result is that pupils understand what they are to learn and get the opportunity to work hard and concentrate. Teachers and learning support assistants form strong working relationships. Pupils with special educational needs and those learning English as a new language get good support and this helps them to progress well in their learning. Some lessons do not extend higher attaining pupils enough. Marking is very supportive of pupils' endeavour but does not always focus on how improvement can be made. Some lessons do too much for pupils and do not leave enough space for creativity and imagination. The quality of teaching is an area of significant improvement since the previous inspection.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school fulfils its legal obligations. The curriculum is enriched by visits out of school and visitors into school.
Provision for pupils with special educational needs	Good. The school is clear in its strategies for identifying and supporting pupils with special educational needs.
Provision for pupils with English as an additional language	Good. The very small number of pupils learning English as an additional language get good support and work that matches their learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are particular strengths in the provision for moral and social development. This makes the school a secure and happy place for pupils. Provision for cultural development is a particular area of improvement.
How well the school cares for its pupils	Good. The procedures for child protection and pupils' welfare are very good. There are effective systems for assessment. Assessment information is not always fully used in preparing tasks for higher attaining pupils.
How well the school works in partnership with parents	Very good. Parents show a great deal of confidence in the school and they are right to do so. The school works hard to maintain open and positive relationships with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school benefits from perceptive and vigorous management. Senior staff create a clear vision for the school and are strong in establishing sense of purpose and direction. The school is clear about how it challenges itself, compares itself with other schools, competes to get value for money and consults with outside agencies.
How well the governors fulfil their responsibilities	Good. Governors know the school well and work hard to make strong decisions on its behalf.
The school's evaluation of its performance	Very good. The school knows where its strengths lie and works hard to improve its areas for development.
The strategic use of resources	Good. Funding is well spent on both physical and human resources that are then deployed well to maintain standards. There is good provision of adults in classrooms. Skilled teachers are complemented well by well-informed support assistants. Adequate accommodation is used efficiently. Although there are some areas where learning resources can be enhanced, much has been done to improve provision since the previous inspection.

## 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 child likes school and makes good progress.</li> <li>• Leadership and management and teaching are good.</li> <li>• The school expects children to work hard and helps them grow more mature and responsible.</li> <li>• The school is approachable, works closely with parents who feel well informed.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees wholeheartedly with the very positive views of parents. Parents have a good understanding of the school's strengths. Sufficient homework is given for the age of pupils attending the school, although it is given more regularly in some classes than in others. The inspection team believes the range of activities outside lessons to be good. More is provided than for most pupils of this age and the range is good and varied.

## **PART B: COMMENTARY**

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

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

1. Assessment of children's attainment when they first come to school suggests a very wide range of prior learning. Overall, acquired skills, knowledge and understanding are at about the expected level for the children's age. Children settle well in the Nursery making solid learning gains, especially in the area of personal, social and emotional development. By the time they enter full-time schooling, baseline assessment shows that attainment is broadly average, although there is still a wide range of acquired skills and knowledge. Pupils continue to make solid progress throughout their time in the Reception classes. By the time they are ready to join the next stage in their education, they are on course to achieve the expected goals for learning in Nursery and Reception classes (the Foundation Stage) but to exceed the expected goal in personal, social and emotional development. Many pupils show very mature skills and a good sense of personal responsibility.

2. The results of National Curriculum tests when pupils are seven indicate reading matches the national average, writing is better than the national average and mathematics well above the national average. The inspection team recognises the exceptional circumstances of the school make the usual similar schools comparisons inaccurate. All families have someone in employment because this is a school for the families of service personnel. Comparisons, usually made against free school meals, do not represent the true picture for this school. Nor do similar school comparisons take into account the extraordinary number of pupils who join the school late in their school career by nature of their family's employment. Therefore, similar schools comparisons have been adjusted upwards to make them more valid in the light of the school's social and economic context. These grades now give reading in line with the average of similar schools, writing above that average and mathematics very high compared with that average. Although results fluctuate from year to year, there is an overall rising trend in pupil's achievements. Fluctuations can be accounted for in part by the rapid change over of pupils from week to week as parents are posted out or into the garrison. Pupils are achieving well at the higher levels possible for this age: more pupils gain National Curriculum level 3 in reading, writing and mathematics than at most schools. However, the school is aware that there remain a high number of pupils who achieve the lower level 2 grade rather than the average level 2. There are differences in the attainment of boys and girls. However, the differences are not consistent across subjects or over time. It is something that the school watches carefully. While there are no consistent patterns, no specific changes in planning are made. The trend over the past five years is a rising one: there was a dip in attainment in 1999 but since then all areas tested have shown improving results. The results of teacher assessments in science show attainment above the national average. The school has no requirement to set statutory targets for attainment. However, as a matter of good practice it does set targets. These are carefully established in the light of prior attainment and are therefore realistic but challenging. Pupils usually achieve the targets set for them. Seven-year-olds are on course to achieve the current targets.

3. There are some differences in the results of National Curriculum tests and the work seen during inspection, although the differences are not profound. The differences are the result of variations in the year group of pupils, the transient nature and late arrival of some pupils and the stage in the school year when the inspection took place. Standards in speaking and listening are above the standard expected for seven-year-olds. Pupils have a good grounding in knowledge of the world and in social skills. This helps them to be receptive listeners and encourages the acquisition of a wide vocabulary. Reading and writing match the standard expected at this age. Most pupils have efficient word recognition skills and want to read well. Writing skills are put to different uses. However, there are sometimes

too many worksheets that restrict the use of writing skills. Standards in mathematics match the standard expected at this age. Pupils have settled well to the expectations of the numeracy strategy and acquire good mental skills that support the development of their other mathematics skills. Science standards match expectations. Pupils get good first hand experience of observing scientific phenomena and learn to record what they see. Some of the work shows a very clear development of scientific methods, although other work has insufficient scientific impact. The work seen in art and design, design and technology, information and communication technology (ICT), music and physical education all match the standard expected for seven-year-olds. This represents improvement since the previous inspection. Much of this improvement is the result of good use of the most recent national guidance for subjects of the curriculum. It was not possible to make a secure judgement in geography and history and in religious education. The work that was seen indicates a sound acquisition of knowledge, skills and understanding. However, much of the work is based in oral communication and there was insufficient written evidence to secure the judgement. Pupils acquire useful skills in literacy and numeracy. The skills are not always sufficiently capitalised upon when tasks expect pupils to complete a worksheet. This use of worksheets restricts opportunities to challenge higher attaining pupils. Some lessons and activities do not give pupils sufficient opportunity to show initiative and to make choices. There is good provision for pupils with special educational needs and for those learning English as a new language. Targets for pupils who find learning difficult are very clear and specific. Adults in the classroom are very aware of these targets. Their strong focus on the targets keeps pupils focused and as a result they make good progress. The provision for pupils learning English as a new language is perceptive and well informed. As a result the small number of pupils concerned make very good progress. In some cases they work at the same level as their classmates. Given attainment on entry, pupils make satisfactory progress overall and achieve at the level expected. Some make good progress.

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

4. The attitudes of the pupils to the school are very good. The school has maintained the standard set at the previous inspection and has addressed the shortcomings of the previous report. The behaviour, personal development and attendance of pupils are all good. Pupils are well motivated. They show a high level of interest in their lessons and respond very well to the praise, encouragement and support they receive from adults. They co-operate well with each other and welcome new colleagues into their midst, they are watchful to ensure that shy pupils are not excluded from group activities or at play. Confidence is developed well and the unusually high frequency of movement into and out of the school does not disturb classroom routines. Children in Nursery and Reception classes settle well, grow in confidence and get off to a good start in their learning.

5. Support staff and classroom volunteers understand their roles very well and their work is effective in ensuring that pupils of all abilities – most especially the ones who find learning difficult – make progress in their learning. Pupils who have an identified special educational need make the same progress as their classmates because they are fully integrated and supported.

6. Standards of behaviour are always good, often very good. There are clear, easy to understand classroom rules. The school behaviour policy contains the right balance of rules and guidance to enable any shortcomings such as tantrums to be addressed in a supportive manner. Classroom routines include time being set aside to promote an awareness of right and wrong. Assemblies support this so that pupils know very well that the inappropriate behaviour of one pupil affects the work of their colleagues. Parents believe that the behaviour of the pupils is very well managed. Inspection evidence confirms this to be true. There have been no exclusions.

7. Pupils' personal development and relationships are good and the pastoral support the school provides to both pupils and families is of a very high order. Opportunities to experience what it is to undertake responsibilities are appropriate for the pupil's age. They take turns to carry registers and other messages to the office and help to ensure that no litter is left around after playtimes. When asked to assist in tidying up their work areas they do this willingly. Throughout the school there is an obvious pride and respect for the environment. Pupils are enthusiastic about after school hours activities. Pupils were keen to count and exchange greetings learned in their after school French club.

8. All adults in the school are aware of the special nature of this school and that its setting in a military garrison is an environment in which individual concerns have a high priority. Adults work together very effectively to present a caring and supportive culture where genuine affection and interest in welfare and educational progress have equal significance. This creates a fully inclusive environment in which to learn.

9. The organisation, grouping, provision and support for pupils with special needs have a positive impact on learning and it is good.

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

10. The overall quality of teaching is good with eight out of ten lessons seen being judged to be good or better. Some very good teaching was observed in both the Foundation Stage and Year 1, whilst only one lesson seen during the week of inspection was judged to be unsatisfactory. This indicates that the school has significantly improved the quality of teaching since the last inspection. The unsatisfactory lesson seen was uncharacteristic of the teaching of that teacher, the year group and the subject.

11. For children in the Foundation Stage the overall quality of teaching is good with eight out of ten lessons seen being judged to be good or better, and two out of ten, very good. This indicates that the quality of teaching in this area has significantly improved since the last inspection. Adults support young children well, encouraging them to settle and concentrate so that learning is effective. They know the learning needs of children of this age and plan effectively for them.

12. The teaching of English overall is good with one lesson seen being judged as very good and one lesson as unsatisfactory. The National Literacy Strategy is now used thoroughly in all classes. All teachers use the strategy to structure their teaching and to set objectives for pupils' learning. The good planning and careful preparation ensures that work matches the needs of most pupils. However, there are instances when the work is not sufficiently challenging for the higher attaining pupils. There is also evidence that the teacher's knowledge is insecure on rare occasions. In the vast majority of lessons teachers' knowledge was secure. Teachers encourage pupils to listen carefully and develop confidence in speaking through the use of praise and rewards.

13. The quality of mathematics teaching is satisfactory and the successful implementation of the National Numeracy Strategy has had a positive impact on the standards that the pupils achieve. Pupils' learning is encouraged through the quick-fire mental sessions at the start of each lesson. Teachers' planning for mathematics lessons is good, with precise objectives that they communicate clearly to the pupils and the recap to see if they have been achieved at the end of each lesson. Good use is made of the information teachers gather about pupils' prior attainment. However, many lessons lack pace after the initial input and work is not always well matched to pupils' needs. For example higher attainers are not given sufficiently challenging tasks or extension work if they complete the set task.

14. The quality of science teaching is good, both in the lessons seen and in the samples of pupils' work seen. Teachers have good subject knowledge and use this well to prepare lessons that are based on strong first-hand experience of scientific phenomena. Marking is always encouraging but not specifically science based to encourage scientific progress. While lessons are well planned by teachers they do not always allow the pupils opportunities to make choices or to develop an understanding of a "fair test" investigation.

15. There was no direct teaching of ICT so no judgement about the quality of teaching can be made. However there is good evidence of computers being used to support development of the basic skills in other subject areas. Music is taught to Year 2 pupils by the competent co-ordinator. This has a positive effect on pupils' learning and on the development of relevant musical skills. They are acquiring a good understanding of music and how to appraise a piece of music. The choir trained by this teacher, sing in tune with clear diction and some enthusiasm. The teaching of physical education is good with well-planned and managed lessons. Teachers provide the pupils with a very effective warm-up at the start of each session and similarly a cool down at the end the session.

16. Teachers have high expectations of the attitudes that pupils show towards their work. Pupils are expected to concentrate and work well, often with little or no adult intervention or support. Questioning is used effectively to reinforce or extend pupils' knowledge and all teachers have a good relationship with their classes. They are very aware of the need to provide a secure environment for the pupils as mobility is very high and the school population is forever changing. They take this factor into account when planning their lessons. Classroom support is used effectively and this benefits not only the special needs pupils but also other pupils within the class group. Marking is not consistently rigorous and does not always give pupils helpful comments about how their standard of work could be improved. Teachers do not consistently take account of what they know about pupils' prior attainment. As a result some tasks do not offer challenge to pupils of differing attainment. At times there is insufficient opportunity for pupils to use their creativity and to show initiative. This is particularly the case where lessons and activities are very teacher directed.

17. There is an up-to-date policy document for teaching and learning which offers teachers strategies for promoting quality in teaching and learning and where followed is having a positive effect on pupils' learning.

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

18. The curriculum is good. It is broad and balanced in that all subjects of the national curriculum are taught, meet legal requirements and sufficient time is allocated to all subjects. Links across subjects are made where possible. Information and communication technology is used to support learning in other subjects, especially in English, mathematics and science. Literacy skills and numeracy skills are made use of in other subjects although the influence of this is sometimes restricted by activities that require the completion of work sheets. The school ensures enrichment to the curriculum by a range of visits out of school and by welcoming visitors into school. Religious education is provided according to the expectations of the local agreed syllabus. Planning takes part in teams to ensure that parallel classes get parallel experiences. Some of the tasks that are planned do not stretch pupils of differing abilities. Some activities are too directed by the teacher. Others practice aspects of writing or numeracy that have been taught during the lesson. When this happens pupils do not have enough opportunity to be creative, to show independence, to make well-informed choices or to show initiative.

19. Since the previous inspection much improvement has been achieved. The work is more challenging, resources are better, provision for the development cultural insight is better and the curriculum is well planned to ensure progression from the Nursery to the end of Year 2. The curriculum for children in Nursery and Reception classes is well planned. Schemes of work throughout school are based on the National Literacy strategy and the National Numeracy strategy and good use is made of other recent national guidance.

20. In the Foundation Stage (Nursery and Reception) good provision is made for children identified as having special educational needs. The school does a great deal to ensure that children in these classes get equal opportunities. There is a similar level of provision in Years 1 and 2 to ensure that all pupils get involved in what the school has to offer. Currently there are no pupils who have a statement of special needs. Pupils identified as having special needs get good support through the targets set for them and the additional adults who work alongside them.

21. Good use has been made of national strategies for teaching literacy and numeracy. The school's use of the strategies is appropriate to the needs of pupils. Basic skills in English and mathematics are well taught.

22. Although a minority of parents thought that the school's approach to extra-curricular activities was inadequate, this is not the judgement of the inspection team. The clubs available are interesting and challenging. Extra-curricular provision is good for pupils of this age range. After school clubs include French. The school choir has been successful in local competition when it was the youngest entry. The choir also visits local homes for older adults and has sung Christmas carols in the local supermarket to raise funds for the children's hospice, 'Candle Lighters', which is based in Leeds. The school has good arrangements to ensure pupils are aware of personal, social and health issues. There is an effective scheme of work, much of which is taught through circle time. In all lessons teachers endeavour to see that pupils are engaged and involved. This is the case for the small number of pupils learning English as an additional language. Some of these pupils make sufficient progress to work at a level similar to that of most other pupils in the school. Setting (teaching pupils in groups according to their prior attainment) in some areas of the school helps establish tasks that are challenging to pupils of differing levels of attainment.

23. Fundraising events for Children in Need and the Children's Society are well supported by parents. The Normandy Band from the Garrison has played at school concerts and the pupils and bandsmen redesigned the inner courtyard. The Padre from the Garrison leads collective worship on Tuesdays and is obviously well known to the pupils. Pupils also participate in a number of visits to local places of interest that enriches their geography, history and religious education. The local church and Ghurkha temple were part of their studies in religious education. They have studied the life of Grace Darling in history and visited Beamish.

24. The provision for spiritual development is good. The reinforcement of positive self-images and caring for others can be seen in the confidence shown by pupils in class and with visitors. The fundraising efforts extend their understanding of the plight of others as well as teaching them about giving. There are times set aside for reflection during circle time and also in some of the lessons observed. Year 1 pupils clearly understood how a young bear felt as they listened to a story about his fear of the dark. They were very relieved when the bear's father provided him with light. Pupils are provided with opportunities for the expression of empathy, encouraged to look beyond immediate meanings in stories and given the opportunity to express emotion.

25. The provision for pupils' moral development is very good. Pupils at this school have a well-defined understanding of right and wrong. This was illustrated in their writing about the events of September 11th. They were able to empathise with the victims but also expressed views about the people who perpetrated the destruction. They understand that there is a responsibility to look after each other. The school building and playground are kept free of litter. Pupils do bring crisps into school but there is no evidence of this after the contents have been consumed. The values reinforced in lessons are illustrated in the posters about rules of good behaviour in every classroom. The support given to charities and entertainment of the elderly illustrates the caring ethos of the school. Pupils conduct themselves sensibly about the school and in lessons many pupils are able to work without direct supervision from the teacher to keep them on task. Bullying of any kind is not tolerated and any incidents are dealt with promptly.

26. The provision for pupils' social development is very good. Pupils are polite and courteous. They work co-operatively and help each other in small group activities. Lunch times are a civilised affair. Pupils take it in turns to go into the hall for packed lunches and the others stay in their classrooms. Tablecloths are put on the tables, the pupils say prayers and lunch is eaten and then cleared away. No mess or litter is made and pupils respond positively to all adult supervisors, whether teachers, teacher assistants or welfare assistants. Good manners and good, caring behaviour is rewarded and reinforced at every opportunity. Good examples are used to illustrate teachers' high expectations. The pupils have an acute awareness of socially acceptable behaviour and remind their peers when they fall short. Staff are consistent in providing clear and consistent messages.

27. The provision for cultural development is good and has improved since the previous inspection when the multi-cultural aspect of provision was an area for further improvement. There is evidence of pupils' visits to various places of interest and of the visitors to the school who have enhanced the extra curricular as well as curriculum provision. In geography pupils are studying India and have had Indian dishes made in food technology and sampled wearing the sari and Nepalese national dress. The photographic class diaries show the variety of experience now available. More is done in art and design and music to make opportunities for cultural understanding.

28. The school's vision for spiritual, moral, social and cultural provision is apparent in much of what teachers do in their teaching. However, there is no specific policy for the development of spiritual, moral, social and cultural development and teachers do not always identify specific opportunities in their lesson planning. It is often done intuitively and is not always made explicit in planning. Despite this provision in this area makes a very important contribution to the positive working and supportive environment of the school.

29. The school has good relationships with partner institutions. It is a member of the Forces Schools Association. It has been involved in national science week. There is liaison with the junior school. The juniors invite the infants to their Christmas production and some of the co-ordinators work with their colleagues in the junior school to ensure that progression is consistent. Parents are very supportive of the work done by the school, there are parent helpers in classrooms and they make a substantial contribution to fundraising events. The Normandy Band assisted pupils in redesigning the inner courtyard and has supported the school choir. After school clubs include French. The school choir has been successful in local competition when it was the youngest entry. The choir also visits local homes for older adults and has sung Christmas carols in the local supermarket to raise funds for the children's hospice, 'Candle Lighters', which is based in Leeds.

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

30. The health, safety and welfare of the pupils are very good. The school is aware of its moral and legal duty to provide a secure and safe environment. It does this successfully. The school promotes high standards of care and support.

31. The code of conduct and behaviour policy provides a secure platform to ensure that positive behaviour is promoted. The parents who provided oral or written information before the inspection agree that the school manages behaviour well and that this creates a good atmosphere for learning. Parents say that their children are being helped to cope with the challenges of everyday life. They are confident that the school is supporting the needs of individual pupils both personally and in their academic life. The policies, procedures and positive attention of the staff combine to ensure that the arrangements to eliminate oppressive behaviour are effective. There are good arrangements for the induction of pupils new to the school. Before children enter school there are home visits, written information and 'I Can Do' booklets for children to complete.

32. The school is alert to its duty to protect children from harm. The management of this is very good. Very good attention is paid to Child Protection procedures. The child protection co-ordinator has undertaken additional training to ensure that she fully understands how outside agencies can support her work. She ensures that information is passed onto colleagues. The school nurse and army welfare services support this work well. First aid arrangements are secure and the staff has undergone additional training to ensure that unusual medical conditions can be recognised and treated. Health and safety management including fire safety are comprehensive. The school is aware that guidance has recently been issued to define parental responsibility in a helpful manner. It plans to amend its recording and information documents to reflect this.

33. The procedures to ensure that the pupils have appropriate support and guidance are very good. The school ensures that all staff are alert to individual needs and they have the confidence and expertise to act positively. Tracking systems to record progress include examples of work that have been evaluated by the teachers. Subject co-ordinators evaluate the consistency with which subjects are taught across the various age groups. Information attached to individual annual reports, clearly indicate that the teachers have identified future learning goals.

34. Procedures for promoting and improving attendance are good. The school attaches considerable importance to punctuality and this firm approach to the "start of the day procedures" set the tone for attendance procedures generally. Parents are aware that they are expected to telephone in promptly if their child is unwell and the administration staff record messages and pass information onto the class teachers quickly. Some holidays are taken during term time but these almost always coincide with a family coming together after a parent has returned from assignments elsewhere. The school quite rightly attaches high importance to these arrangements and discussions with key staff confirms that the school ensures that both pupils and parents are aware that the school will be supportive and understanding when these occasions occur. Registers and admissions records are maintained accurately and in compliance with the regulations. The standards of attendance management have been sustained. The school has good procedures and practices for assessing, monitoring and supporting pupils' attainment and progress. These have improved since the previous inspection. There are now consistent, effective procedures for monitoring and recording pupils' attainment and progress in English, mathematics and science. The results that pupils achieve in the national tests are carefully analysed and compared with what pupils achieved when they entered the school, giving the teachers a clear picture of how well pupils have progressed and how to plan future work.

35. Assessment in other subjects, however, is in the early stages of development. Teachers use the information gathered on pupils' attainment very well to match the level of pupil's individual work to their ability. Pupils' targets are regularly and systematically reviewed. Pupils' academic progress is supported and monitored well. Teachers maintain thorough records of pupils' attainment, but presently pupils do not have individual targets of what they have to achieve and to see their gains in learning over time. Teachers throughout the pupils' school life compile an individual record of achievement. Pupils' reports are of good quality and now record pupils' progress in all subjects of the National Curriculum. They indicate the National Curriculum work covered, but do not indicate the level reached. Marking is used regularly to support and develop pupils' learning. It is positive and encouraging, but in some instances it does not indicate to pupils how they can improve their work. There are good assessment, record keeping and communication systems which enable the progress of pupils identified with special educational needs and English as a second language to be monitored regularly and supported well by consistently thorough individual education plans. Good use is made of baseline assessment data (assessment made when children enter full-time education) in the Foundation Stage. In Nursery and Reception classes a wide variety of interesting activities are very well planned by the teachers and overall, assessments are used effectively to track the progress of individual children.

36. The school has adopted a thorough, analytical approach to looking at assessment results, which has enhanced teaching and learning. For example, this has led to a more focused approach on areas for development such as phonics and reading. It has also led to changes in the organisation of classes, such as setting to support pupils of differing abilities. Analysis of test results has also led to refinement of teaching strategies with emphasis on differentiated work for pupils of all abilities, thus challenging pupils to achieve more. However, some higher attaining pupils are still not fully challenged in some classes. Resources have been purchased to improve the accuracy of assessment.

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

37. The school has a very good relationship with its parents. The school has improved on the provision identified at the time of the previous inspection. The overwhelming positive response from parents who met the registered inspector, or who completed questionnaires confirms that they approve of the standards promoted by the school. They believe that the school has very effective links with them and that the school provides consistently good levels of pastoral and academic support. The parents believe that the school provides a clean, safe and supportive environment for their children. They are particularly appreciative of the work the school does to support them and to ensure that their children settle into the school's routines. Inspection evidence supports these positive views. One strength of the school is the stability of its teaching and support staff team.

38. The annual reports parents receive at the end of the summer term are good. They contain specific information about the achievements reached and the areas for improvement that have been identified by their teachers. These are attached to the reports. There are three opportunities during the school year for parents to visit the school for formal discussions and the majority of parents attend these. Day-to-day access to the teachers and support staff is very good; consequently there is a constant dialogue between home and school. The reports do not say if the level of achievement has met teachers' expectation and they give the results of the tests conducted at the age of seven. Each term a letter is sent home to explain what topics and themes are to be studied by each of the age groups. Letters informing parents about day-to-day routines are sent out at frequent intervals.

39. Other information, for example the School Prospectus and Governor's Annual Report to parents, provides the range of information required. More information is needed to explain that the school has comprehensive policies in place to ensure the safety and welfare of the pupils, including the procedures it has to protect them from harm.

40. The parents are an asset who help in the school or who support the Wavell Friends Association fund raising activities. The school benefits greatly from this good support, it ensures that the activities in the classroom support the work of the teachers and classroom assistants. The funds raised are used wisely to enhance the appearance of the school and the learning environment. For example curtains have been provided to enhance the school hall and a television and video system has been provided. The playground equipment has also been improved. Fund-raising events also provide good opportunities for parents to meet and socialise, the results of which are to be seen by the warmth of greetings exchanged when they meet at the start of the day. Of particular value to the partnership with parents is the 'Share' initiative, supporting their understanding of their child's learning.

41. The school has well-established procedures in place to ensure that parents of children who have a special need are both consulted and informed and these arrangements are good. The support, consultation and information provided for pupils who are at an early stage of English acquisition are very good. These open channels of communication and good relationships enable parents to fully support their child's learning at home. There are also very good procedures to support the needs of parents whose child is entering school for the first time in Nursery classes.

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

42. Leadership and management are very good. The headteacher provides strong and determined leadership. She is ably supported by the deputy headteacher and through the commitment of all adults working in the school. The school has very clearly stated aims. They give a clear sense of direction and are well reflected in the work of the school. All teachers have a significant management responsibility. Because it is made clear what is expected of these roles, they are performed well. The school is committed to improvement. There is a good plan to ensure that development priorities are achieved. It is closely tied in to the targets for the professional development of individual members of staff. The developments in the plan are carefully timed, given financial allocations and identify who is responsible for seeing the priorities happen. A significant improvement in the quality of teaching is the result of the rigour with which teaching has been evaluated and developed. While rigorous, it has been sensitive, a fact acknowledged and appreciated by members of staff.

43. The governing body ensures that its legal requirements are met. Governors are knowledgeable about the school and determined in pursuing its interests. Some are new to the role. All are committed to taking training opportunities and listening to the guidance offered by the local authority. They are clear that this consultation is one way in which they apply the principles of best value. They are particularly concerned that the setting of the school, its nature as part of a garrison community, is recognised and appreciated. Together with the headteacher and staff, they ensure recognition of the different needs of a highly transient population in a frequently stressful family situation. One of the school's great strengths and successes is the way in which pupils are received, quickly known and settled into their new school briskly and sensitively. The school does a great deal to ensure that all pupils are included in everything the school offers. This is as much the case for pupils of different prior attainment as it is for pupils from different backgrounds. Wavell is an 'inclusive' establishment.

44. The school has suitable strategies for induction. New adults working in the school receive thorough guidance about school aims, policies and practices. There is no newly qualified teacher to be introduced to the profession at present, although the school has recent experience of doing this. Nor is it currently involved in the work placement element of the training of new teachers. Given the positive working atmosphere of the school and the overall quality of teaching, the school is well placed to take on this role. There is a well-balanced budget. Currently the school is carrying forward more money than is usual. However, both the headteacher and members of the governing body are clear about what this money is intended for: to see through building and resourcing developments and to act as a contingency to protect staffing in a very volatile pupil number situation. Since the previous inspection the school has spent well in using specific grant money to improve learning resources in a number of areas previously criticised. The match of teachers and support staff to the demands of the curriculum and the needs of the pupils is good. Teachers are well qualified and experienced and work effectively. There are some missed opportunities to support pupils through the marking of their work. Pupils do not always get the tasks they need to show their independence, imagination, initiative and ability to make informed choices. Teachers are very well supported by a good number of efficient learning support assistants. Teachers and learning support assistants work very well together as a team. Subject managers and staff managing the Nursery and Reception classes are effective in discharging their responsibilities. Learning resources are satisfactory overall and are significantly improved since the previous inspection. The school makes good use of new technology. It is well used in the school office by trained administration staff. Staff in the office give a very good first impression of the school and they are very effective when welcoming new parents and children to the school: a frequent task in this setting. Computers are well used in classrooms. Teachers are adept at matching computer programs to the learning objectives of specific lessons.

45. This is a school which seeks to improve at all times. It is successful in securing improvement. This is at least partly because it is aware of the need to secure best value in all its work. It is quick to compare itself with other schools, to challenge what it does, to compete and to consult. Given the funding available, its standards and provision, it provides sound value for money.

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

46. The headteacher, governing body and staff of the school should

- (1) Find ways in which the marking of pupils' work can be more consistently used as part of the school's target-setting strategies.  
(Paragraphs: 3, 12, 14, 16, 35, 44, 77)
- (2) Use assessment more rigorously to set tasks that challenge and makes demands of pupils, especially higher attaining pupils.  
(Paragraphs: 3, 12, 16, 18, 35, 44, 61, 63)
- (3) Find ways in which tasks can capitalise on pupils' independence, imagination, initiative and potential to make choices.  
(Paragraphs: 3, 12, 16, 18, 44, 62, 64)

Minor issue:

- Include in the school brochure and governors' annual report to parents information about the good welfare strategies available in school and about access to the school for the disabled. (Paragraph: 39)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
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
Number	0	7	18	10	1	0	0
Percentage	0	19	50	28	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	37	190
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	15

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	202
Pupils who left the school other than at the usual time of leaving	184

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	31	65

<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	31	31	32
	Girls	29	29	31
	Total	60	60	63
Percentage of pupils at NC level 2 or above	School	92 (85)	92 (84)	97 (90)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	30	31	32
	Girls	30	31	31
	Total	60	62	63
Percentage of pupils at NC level 2 or above	School	92 (85)	95 (90)	97 (90)
	National	85 (84)	89(88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	135
Any other minority ethnic group	2

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	20.2
Average class size	23.75

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

Total number of education support staff	10
Total aggregate hours worked per week	121

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37
Total number of education support staff	4
Total aggregate hours worked per week	97
Number of pupils per FTE adult	9.25

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	521 242
Total expenditure	509 701
Expenditure per pupil	2 510
Balance brought forward from previous year	66 372
Balance carried forward to next year	77 913

### **Recruitment of teachers**

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	264
Number of questionnaires returned	73

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	75	21	4	0	0
Behaviour in the school is good.	59	37	0	0	4
My child gets the right amount of work to do at home.	49	36	5	3	7
The teaching is good.	77	21	1	0	1
I am kept well informed about how my child is getting on.	63	32	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	82	15	1	0	1
The school expects my child to work hard and achieve his or her best.	66	32	1	1	0
The school works closely with parents.	56	41	3	0	0
The school is well led and managed.	74	22	1	0	3
The school is helping my child become mature and responsible.	67	30	0	0	3
The school provides an interesting range of activities outside lessons.	45	32	7	7	10

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

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

47. The overall provision for children in the Foundation Stage is good and has improved, satisfactorily, since the previous inspection. This is because children are provided with a good start to their education. Teaching has improved. The good teaching, particularly the focus on play to extend learning, and the broad, relevant curriculum, has a positive impact on children's learning. There is greater liaison between the Nursery and the Reception classes as children move through the school. This is an improvement since the previous inspection, although children's learning could be extended further, particularly for those with higher prior attainment. Children enjoy their time in the Nursery and reception classes. They are very enthusiastic, listen carefully to their teachers and make satisfactory gains in their learning. Their attitudes to learning and their behaviour are very good because they are managed well and generally they do not have time to become bored. Effective assessments are used to track the progress of individual children, and the criteria to determine the next stage of children's learning are fully in place. The provision for outdoor activities has improved, but the school is conscious that more reception equipment is needed and thought given to the organisation of its regular and frequent use throughout the Foundation Stage. Homework activities such as reading and spelling are shared with parents and used effectively to consolidate and extend children's learning in class.

48. Children join the Nursery the term after their third birthday and join the reception class in the following September or January. During the inspection there were 50 part time pupils attending morning sessions and 30 children attending afternoon sessions in the Nursery, with 73 children attending full-time in the reception classes. Both groups of children have access to the same curriculum activities and those who have special educational needs or English as a second language make good gains in their learning from their starting point when they entered school. They are fully included in all aspects of the Foundation Stage. When children enter the Nursery most have a range of skills broadly typical for their age, but whilst most children's listening skills are satisfactory, their speaking skills are less well developed. The children make satisfactory gains in their learning and most will have achieved the levels expected for their age and have exceeded in personal and social education by the time they leave the reception classes.

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

49. Teachers place great emphasis on developing social skills in the Nursery and reception classes. Children settle quickly into the classes and feel that they belong to Wavell School. This is because of good teaching from adults who are very good role models and treat each other and the children with courtesy and respect. Children learn quickly and feel secure in this supportive environment. Activities during lesson are organised so that children are encouraged to make choices and take decisions. All children have access to all opportunities whether working individually, in groups, or with the whole class. Effective routines are established quickly in the Nursery and are maintained in the reception classes. Children learn to self-register when they enter the classrooms and when they choose library books, and put on and take off aprons after 'messy' activities. Most children have formed good relationships with other children and the adults. The majority look after themselves responsibly, reflect upon their actions and behave very well and demonstrate maturity. Adults develop very good relationships with the children and as a result the atmosphere in all classes is positive and most children respond very well by being polite, kind and helpful to others. Children are given opportunities to reflect on the beauty of nature and become aware of moral codes of behaviour through 'Caring' for animals, pets and flowers. Most children will

have achieved above the level expected for their age by the time they leave the reception classes.

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

50. Most children get off to an early start in acquiring communication, language and literacy skills. Standards have been maintained since the previous inspection. As a result, they achieve satisfactorily in lessons and most make sound gains in their learning. Speaking and listening skills are taught satisfactorily through songs, jingles, games, tapes, and stories, questioning and answering sessions and the use of the relevant vocabulary throughout all activities. Most children in the Nursery chat together as they dress up as 'Bob the Builder'. They show a developing knowledge of the language of construction in their vocabulary, such as 'I'm the fixer man'. A few speak less frequently with other children, such as the two children dressed up in well-made 'Polar Bear' outfits. Some children are more hesitant and indistinct in what they say, as heard when a child was describing 'Dinosaur Land' when using the sand. Throughout the Nursery and reception classes the children generally listen well to the teachers and are given opportunities to listen to recorded stories on their own and follow the pictures and text in their own books. In a few lessons there is an over emphasis on listening skills when children are required to sit and listen to adults talking for an inappropriate amount of time, such as in a geography, a literacy and a science lesson. Children listen closely to stories. They make effective progress in developing their communication skills and most will achieve the expected level by the end of the reception year.

51. Adults instil a love of books, the appropriate use of a book and the fact that print carries meaning. Reading activities, such as 'shared reading' and recognition of letter sounds, are used well to promote children's understanding. All children are given many opportunities to appreciate the main characters and events in books, such as 'Little Penguin', 'Flap Jack and Waddle' and 'The Pet Shop'. Adults are good role models, reading stories and poems expressively, and focused, good questioning makes most children aware of the pictures and story content. In the reception classes teachers extend early reading skills, by stressing the need to follow the text in the right order, word by word, making sure that the print is read from left to right and from top to bottom. They learn the sounds and names of letters and associate the letters successfully with the initial sounds of common words, such as 'at', 'had', and 'look'. As a result many are beginning to identify individual letters in words and some children are able to sound them out, successfully. In the reception classes each child has a sound book, which successfully bridges reading and spelling. Early spelling activities such as the 'Camera' game makes the spelling of key words fun and lists of these words are taken home. Parents make a very effective contribution to their children's progress in reading and spelling.

52. Children are given many early opportunities to develop their writing skills and handwriting skills are introduced methodically in the Nursery by 'over writing', 'under writing' of letters and recording pictorially. There are opportunities to 'have a go' independently, but these occasions are more limited. However, when given the opportunity to 'write' with out adult prompting they write confidently, as seen in the letter written to mummy by one child in the Nursery 'Office'. Most Reception children write their own names correctly and write short sentences ranging from isolated words to short simple sentences. Handwriting is developing satisfactorily. Overall, as a result of good teaching, by experienced and effective adults, levels of attainment in speaking, reading and writing are close to those expected for children of this age. Resources are good as a result of the acquisition of the National Literacy Strategy equipment.

## **Mathematical development**

53. Skilful teaching ensures that children are given many opportunities to develop mathematical skills and knowledge. In the Nursery, children develop satisfactory mathematical skills through the effective use of practical activities, number rhymes, games and songs and most can recite numbers to 5. They sing a range of songs, nursery rhymes and jingles, which reinforce their understanding of number. Children intently counted the 3 hyacinth bulbs in the pot correctly. Teachers use jigsaws, construction bricks, bead threading and puzzles to encourage recognition of similar shapes and familiar colours. Children use number jigsaws, role-play in the 'office' and counting exercises on the computer to improve their number recognition. Reception children can count up to 10 and some beyond, and recognise numbers to 6, mostly successfully. Some of the higher attaining children complete work sheets quickly and show they have the ability to take their learning further, given the opportunity because of good adult support. Vocabulary such as 'more or less', 'add on', 'greater or smaller' is well established in the Reception classes. Following the story 'Big Feet' the children made their own footprints using talcum powder to reinforce the concept of 'big and little'. Teachers use a variety of resources such as 'wipe cards', die games and play dough to enhance the teaching and reinforce learning. The children co-operate well, treat the resources with respect but at times in one lesson, enthusiasm waned when the teaching lacked pace and urgency. The Nursery Nurses are used effectively to support groups and individuals during mathematical activities to ensure that all children are fully involved and make satisfactory gains in their learning. There is insufficient adult intervention to support sand and water play to extend mathematical development. By the end of the reception year, the majority of children will have achieved the skills and knowledge expected for their age. Resources are good as a result of the acquisition of the National Numeracy Strategy equipment.

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

54. Teachers provide many opportunities for learning within the classroom, during outdoor activities and on visits out of school to ensure that children make satisfactory gains in their knowledge and understanding of the world. They make satisfactory gains in exploring, investigating, designing and making and in information and communication and technology skills. The children build on their knowledge to learn more about themselves and the world through topics. Observational skills are developed well, for example, a group of Nursery children drew a hyacinth, noted the parts of the flowers, discovered the large number of white petals on the single flower and identified the colour of the green stalks. One child successfully identified the stamens as that area of the flower 'where the bees go'. With prompting, another likened the bulb to an onion, whilst another called it a potato because of its colour. Literacy skills are developed well through topics such as 'Winter Weather' and 'The Frozen World of the Arctic' and one child was able to recall the word 'iceberg', but scientific concepts and vocabulary are less well developed. For example, Nursery children explored the properties of large pieces of ice placed in a water tank, but were unable to deduce that the water gathering at the bottom of the tank was the melted ice blocks. Similarly, reception children lacked understanding that water when converted to a solid was called 'frozen'. Reception children were unable to name a magnifying glass being used and Nursery children were unable to name a bulb or discuss the dinosaur toys they were using. Children learn about significant events in the calendar year and the church year, such as 'Harvest' and Remembrance Sunday. There are good opportunities for children to learn more about themselves, other people and the environment through topics such as 'India', when they investigate the tastes of different foods, such as chapattis, chutney and also when they look at Indian clothes and materials. All children have access to, and are eager to use, the computer and are beginning to learn how to control the mouse and the cursor. Visits to a falcon centre and an arboretum at Thorp Perrow are used well to foster children's knowledge and understanding of the world. Visits to St. Aiden's church and the Ghurkha Temple, and

celebration of the Chinese New Year and the Indian festival of Divali enhance children's cultural development. As a result of the good teaching, most children achieve the levels expected for their age at the end of the reception year.

### **Physical development**

55. All children make satisfactory gains in developing physical skills as a result of good teaching and the opportunity to experience a range of appropriate resources. Children learn to develop control and co-ordination, to express their feelings and emotions and work co-operatively in groups. They learn to take turns and share resources well, using the indoor and outdoor space safely and imaginatively. Nursery and reception children acquire satisfactory skills in movement, have a developing sense of space and bodily awareness and use tools and equipment with increasing dexterity. The outdoor provision available for physical development is used satisfactorily. Because of inclement weather during the week of inspection, classes were unable to enjoy the usual range of outdoor play. A lack of opportunity for frequent and regular daily use still exists for the reception children. The school is conscious of this and has plans to develop this aspect of physical development. Children make good use of a variety of tools for drawing, colouring and cutting and show increasing dexterity as they work with pencils, crayons, and paintbrushes. They paint circles, using vivid colours in the style of Kandinsky and make attractive collages of winter scenes, print with string and white paint. Standards in writing, colouring, cutting out, painting and sticking are improved by the attention given to this aspect of children's physical development. As a result most children are able to use pencils, paint brushes and scissors appropriately and achieve the levels expected for their age.

### **Creative development**

56. Skilful teaching ensures that all children are given a rich variety of opportunities to develop their creative skills. Children express their feelings through exploring media and materials, music, dance, story-making and imaginative play. They experience colour, texture, shape, form and space in two-dimensional art and enjoy regular opportunities to explore colour through painting, printing, collage and crayoning. They work hard, concentrate well and use the resources effectively. As a result of the good teaching, they make satisfactory gains in their learning and achieve skills that are typical of their age group by the time they leave the reception classes. Teachers ensure that activities help to develop the main themes and topics of the lesson. In the Nursery, for example, children paint polar bears, use white paint to create effective string prints and mix red, blue, yellow and white powder paint to achieve a variety of tones and shades. Reception children re-create circle paintings using vivid colours in the style of Kandinsky and print on fabric using Indian designs. Little singing was heard, but children recognise familiar songs, nursery rhymes and jingles and they sang enthusiastically as the Nursery teacher played the guitar. Planning shows that children use a range of constructional equipment to design and build models and have opportunities to cut, stick and join. In the Nursery there are good opportunities for imaginative play. Good adult intervention extends the children's learning. The quantity and quality of resources stimulates the triggering of children's imagination, language extension and decision-making skills. Children use a painting program on the computer to create satisfactory imaginative artwork. Their experience of the computer is at an early stage, but is being used with enjoyment and increasing confidence.

### **ENGLISH**

57. Standards in English for seven-year-olds are in line with national averages. The school does not allow the high rate of mobility of pupils to impact on the overall attainment levels and works hard to minimise the effects. Results in reading are in line with national averages; in comparison with similar schools results are also in line. Results in writing, when

compared with national results and results from similar schools, are above the average expected by the end of Year 2. More pupils gain the higher level results in comparison with the national expectations and also in comparison to similar schools.

58. Pupils' speaking and listening skills are good. Pupils are able to discuss and converse with confidence, although in whole class discussion higher attaining pupils sometimes overshadow less articulate pupils. The pupils' listening skills are very good. Most pupils listen attentively and respond maturely to teachers' questions. When watching video programmes pupils sit engrossed and are able to talk about what they have seen, showing perceptive understanding of the texts. One programme on lifeboats, which was part of a history lesson, showed how pupils were able to use their prior learning, in addition to the content of the programme, to inform their responses to the teacher's questions. In a religious education lesson pupils had heard one version of the story of the 'Good Samaritan' and then watched another version of the story. They paid close attention to the story and were able to recall most of the events with little difficulty and to express their empathy for the victim. They had a perceptive understanding of the message of caring for others.

59. Attainment in reading is judged to be average overall. There are pupils who are fluent and expressive readers but there are many that struggle with their reading. There is no real library facility in the school where pupils might have the opportunity to develop their independent research skills but there is evidence in the pupils' work that some do know how to access information from a variety of sources. Year 2 pupils interviewed understand how to use a contents page and an index in non-fiction texts. A planned major building programme will provide the school with library facilities that will make opportunities for independent learning more widely available. It is anticipated that the new library will also have ICT facilities. At present each classroom has its own supply of reading books, two computers and there is a collection of 'Big Books' to support the reading scheme and other areas of the curriculum. Non-fiction books are available to extend pupils' knowledge in several subject areas and are widely used to support topic teaching.

60. Progress in reading is satisfactory overall. When working as a class pupils show their understanding of the texts and predict possible outcomes from the text. A good example was seen in a Year 1 religious education lesson where pupils were asked what they thought might happen in the story and were delighted when their predictions were correct. Pupils enjoy whole class reading and in some groups pupils soon take up the skill of the teachers in reading with expression. In a Year 1 lesson the reading of 'Red Riding Hood' had pupils almost holding their breath for the next part of the story. The school has guided reading time, supervised by class teachers, teaching assistants and parent helpers. This is an improvement since the previous inspection. Teaching assistants and parent helpers have received appropriate training for the task and pupils respond positively to guided reading time. This is sometimes part of the small group activity and sometimes pupils are withdrawn. When pupils are withdrawn they are quickly re-integrated into the activities being done by the rest of the class. Reading books are sent home each weekend and a reading record is kept. Some pupils, recently arrived from other schools, have difficulty in using word building as a strategy to read unfamiliar words.

61. Progress in writing is satisfactory overall. Writing in Year 2 pupils is in line with average expectation overall. The diversity of attainment is very wide, some pupils write fluently with joined up writing. There are some examples of extended writing in pupils' folders but these opportunities do not stretch the higher attaining pupils in the year group. Some pupils in Year 1 are still experiencing difficulty holding a pencil correctly and others have not developed sufficient skill in forming letters evenly. Handwriting books are much neater than exercise books. Some pupils have difficulty transferring their handwriting practice into the work they do on a daily basis. Overall, pupils with special educational needs make sound

progress in all aspects of work in English. They have suitable targets to achieve and get good support in working towards their targets.

62. There is a proliferation of worksheets in pupils' folders that does not give sufficient opportunity for independent working or extended writing. Some of the independent writing seen shows sensitivity for others and of particular note was the work done at the time of the Twin Towers' destruction on September 11<sup>th</sup>, 2001, in New York. Pupils had recorded their feelings and expressed their sadness for the victims and their families. This is also a reflection of the school's ethos of caring for others. Spelling is not always consistent. Some pupils use their phonic knowledge to assist them whilst others have difficulty in separating sounds and building words. Pupils have access to computers for simple word-processing and drawing tasks. They download information from websites and have produced rules for good behaviour in almost every classroom. Improvement in writing has been identified by the school as a priority in medium-term planning.

63. Progress in English is good overall. Many pupils arrive at the school with few skills in reading and writing and most leave matching the expected standard for their age. The progress of pupils arriving with higher-level skills is not always built on as insufficient challenge is given in most classes. There are insufficient opportunities for pupils to write freely over a range of topics. The setting system introduced in Year 1 is seen by the school as a strategy for improving the provision for all pupils. Year 1 classes are regrouped according to their ability in reading and phonics. It is too early to evaluate the success of this strategy but indications are that it is already benefiting Year 1 pupils.

64. The quality of teaching in lessons seen is good overall. Only one lesson seen was judged to be less than good. Teachers are well prepared for lessons and those judged to be good or very good provided a variety of tasks and differentiated work for pupils; lessons had a lively pace and teachers presented material with enthusiasm. The National Literacy strategy is fully implemented. Teachers include an opportunity for pupils to reflect on what they have learned. In the lessons judged to be good or better, teachers' questions were open-ended and gave pupils opportunities to develop their oral skills and to show their understanding. There is still the need to challenge the higher attainers who often finish their tasks quickly. Some teachers provide extension work. However, many opportunities for pupils to express themselves freely are restricted by the use of worksheets. The school has established strategies for assessment. However, a number of pupils are already being assessed at higher levels. This assessment is not always supported by adequate evidence of having met the assessment criteria. Materials have been purchased to improve teacher assessment procedures and these will be used in the coming Year 2 assessment process. The way in which the teachers and teaching assistants work together is to be commended. The teaching assistants are vigilant and are able to support the teacher, not only in teaching English but also in maintaining good order in situations where there is the potential for disruption. Occasionally there is a need to extend teacher knowledge. Pupils' work is regularly marked but the marking does not provide pupils with guidance on how they might improve and targets are not clearly identified for future learning.

65. The quality of learning matches the quality of teaching. Pupils respond positively to lively enthusiastic teaching, briskly paced lessons with a variety of tasks. They are capable of working without direct intervention from teachers and remain on task with few reminders. There is a high expectation of good behaviour and pupils respond well to this. As the pupils often come from other schools the pace of their learning is often affected by the previous experience. Good teaching ensures that this is minimised and pupils with few skills frequently gain ground quickly. A good example is two of the pupils who came with no English, who are making good progress and developing well in response to the teaching received. The extra language provision builds on the work being done in the class so pupils learning English as a new language experience the same work in a one to one situation.

There is close working between the English as an additional language specialist and the class teacher to ensure continuity. Some good opportunities were seen for the development of spiritual, moral, social and cultural provision, but this was not clearly identified in planning even when it existed in explicit teaching. The pupils' writing and their responses to teachers' questions show that the philosophy of caring is part of the pupils' way of life in this school. Some teachers are skilful in making stories come to life and encourage the inclusion of pupils' experiences in a sensitive and caring way.

66. The quality of leadership is good and the subject area is well organised and efficiently managed. The co-ordinator is given time to monitor teaching and learning and regularly examines pupils' workbooks and observes lessons each term. Resources for English are satisfactory. Resources have been identified to improve opportunities for independent learning; writing has been identified as an area where greater progress is needed. Plans for a new library are designed to give opportunity to develop independent learning skills and provide pupils with a resource to encourage them to become more enthusiastic readers and writers. Since the previous inspection teachers have improved their skills and ability to deliver the National Literacy strategy. The plenary session at the end of lessons is not always well focused on taking account of pupils' feedback. Lesson objectives are shared with pupils but do not always form the basis of the discussion at the end of lessons.

## **MATHEMATICS**

67. Current standards in Year 2 are in line with the national average. The standard of the present work shows that the results may well be lower than the 2001 national test results where pupils achieved above the national average. Although many pupils are on course to achieve the national level for seven-year-olds the nature of the school with its high mobility of pupils makes predicting the final outcome very difficult. The majority of pupils tend to leave or enter the school during March and April. The staff have no way of knowing the levels of these new pupils so to set targets for achieving a percentage of Level 2 or above it very difficult and unreliable.

68. There has been a fluctuation in these results in the past with a significant dip to well below the national average in 1999 and rising very sharply in 2001 to being very high in comparison to the national average.

69. The seven-year-olds currently have a good understanding of number and can confidently count in five, tens both backwards and forwards, including negative numbers below zero. They are beginning to understand the principles of weighing and the vocabulary associated with this activity such as heavier than, lighter than and balancing when comparing an object to a kilogram weight. The majority of pupils recognise place value in the form of tens and units. All pupils are confident to subtract within 20 and the higher attainers can perform a similar operation using numbers above 20. All pupils can double and halve numbers and know the basic fractions such as a quarter and a half. All pupils have experienced multiplication, but the higher attainers are using multiplication tables of 2, 4, 5 and 10 and are also looking at division.

70. The Year 1 pupils, particularly the average and higher attainers use numbers to 20 confidently. They are secure with addition facts to 10 and are beginning to understand subtraction up to 10. Lower attaining pupils are often only secure with numbers to 10 if they are given support. All pupils have used a piece of string as a measure and have used this to find objects that are longer than, shorter than or nearly the same length as the string with some success. There is evidence in the books that work is set to match the needs of the lower attainers as many of the tasks given support learning at the appropriate stage of the pupil's development rather than just to keep up with everyone else in the class.

71. Pupils enjoy mathematics particularly the mental sessions at the beginning of each lesson. They are well motivated and keen to succeed. They are confident to respond to teachers' questions and to explain how they got their answer. They mostly remain on task working quietly often with little adult intervention. They help each other and share resources. Many pupils take pride in their work and lay it out neatly. However, not all work is dated and especially with worksheets it is not always possible to know when a particular sheet was completed. Pupils with special educational needs make good progress in mathematics although not all gain the level expected for seven year olds. Pupils learning English as a new language get good encouragement to acquire the vocabulary necessary for effective learning in mathematics. As a result they make very good progress and some achieve a standard similar to that of most pupils in their class.

72. The quality of teaching is satisfactory across the key stage. Lessons are well planned and teachers have a clear idea of what the pupils will learn during the lesson and pupils are aware of what teachers' expectations are for both behaviour and work rate. Lessons move at an acceptable pace with quick-fire mental questions at the beginning before the main input. Pupils are usually appropriately challenged and work is carefully matched to their needs. However, occasionally there is little extension work set for the higher attainers if they finish the task. Teachers' knowledge is good and because of their enthusiasm pupils are motivated to learn and extend their knowledge. All teachers have good relationships with their classes, giving pupil the confidence to explain their answers. Support staff are used effectively and work alongside the pupils both during the carpet sessions and the group work. There is good liaison between teachers and the support staff. The quality of teaching in mathematics has improved since the last inspection as no lesson seen was judged to be unsatisfactory.

73. The effective introduction of the numeracy strategy and its thoughtful implementation has been successful with teachers developing clear ideas of more effective ways of teaching the various elements of the mathematics curriculum. The benefits of improved mental recall and the systematic development of mathematical knowledge; understanding and vocabulary can be seen in the pupils' approach to the subject. Numeracy features in many other areas of the curriculum such as measuring in both science and design and technology, simple two figure co-ordinates are used in geography and graphs, both block graphs and pie charts are used to convey specific data. There is evidence of data handling being carried out on computers

74. The co-ordinator is enthusiastic and knowledgeable. The monitoring aspect of the role is fully developed, as is the analysis of the national test results and the half-termly assessments. The information from these helps teachers to ensure they plan to cover any weaknesses highlighted. The co-ordinator has produced some well thought out plans to help teachers provide work to match different levels of ability.

## **SCIENCE**

75. Standards match those expected when pupils are seven. This is similar to the standard found at the previous inspection but does not quite match the results of teacher assessments in 2001. Although there is good and secure evidence in the work seen that almost all pupils will gain the standard expected, there is insufficient evidence of higher attainment at present to match the above average standard in the previous cohort of pupils. Among the reasons for this is the great difference in the make up of the year groups in this school, the late arrival in the school of some pupils and the time of year when the inspection took place. While all pupils make appropriate learning gains, the support given to pupils with special educational needs and to the small number of pupils learning English as a new language ensures that they do not miss out, either on any of the practical work or on opportunities to record what they know and understand.

76. Pupils in both Year 1 and Year 2 get through a good volume of work ensuring that all aspects of the science curriculum are covered. All pupils have a great deal of first hand experience – observing, discussing and recording what they see and know. They write about ‘our experiment’ as in the case of Year 1 pupils finding out which papers are waterproof. These pupils compare predictions and outcomes. However, the tasks are not always rooted in scientific methodology. This year group, studying sources of light, measure the intensity of the light from different types of torch. Others work with the teacher using a light box to illustrate the point that objects cannot be seen clearly in the dark. Another group complete a worksheet, showing that they have understood the scientific content of the theme but without extending their thinking. Two pupils work at the computer using a program on light, the content of which is very closely matched to the learning objectives of the lesson. Analysis of work in the books of Year 2 pupils show that they learn a great deal from visits out of school and from special events such as participation in National Science Week. The visit of the school nurse was a considerable enhancement to their understanding of their work on the senses. Pupils in this year group make predictions about what force will best move a model boat through the water. Pupils find the practical work interesting and work hard at the investigation. They measure the distances travelled but do not go into the scientific question of what should be controlled and what varied to make their investigation fair.

77. The teaching is good overall. The analysis of work indicates that teachers have good subject knowledge and this is confirmed in the teaching seen. However, while teachers insist on pupils making predictions based on their prior understanding, there is less insistence on understanding that a scientific investigation needs to be ‘fair’ in its methodology. Tasks are planned to be practical and interesting. Pupils’ work shows that they are interested and take pride in what they are doing. In the lessons seen pupils concentrate and discuss with enthusiasm. Only occasionally, when pupils are tired, they get restless and the teacher has to work hard to maintain the pace of the lesson and keep pupils on task. Work is always marked and teachers make very supportive and encouraging comments. However, marking does not always focus on the scientific content of the work. As a result, it is not always clear to pupils what they have done well and what more can be done to make further progress in their scientific thinking. A strong feature of teaching is the support of learning assistants in the classroom. They form very good working partnerships with teachers and give particularly good support to pupils with special educational needs and to those learning English as a new language.

78. The subject is well led. Since the previous inspection the policy and scheme of work have been revised to take good account of the transition from the Foundation Stage curriculum, and to ensure smooth progress through the work in Years 1 and 2. This was a point of criticism at the previous inspection that has been thoroughly dealt with. The school has been careful to acknowledge the most recent national curriculum advice. Suitable arrangements are made for periodic assessment of work completed. From the records seen, these are not always kept up to date. Sufficient resources meet the needs of the curriculum. The work in science makes a considerable contribution to the school's provision for the spiritual, moral, social and cultural development of the pupils. Pupils are taught right from wrong. They know how to behave and how to apply themselves in practical tasks. They learn to work well with one another. Investigation into scientific phenomena leads to a great deal of interest in the mysteries of creation. With the range of visits out of school and investigation into the school environment, pupils are encouraged to appreciate the culture of the immediate and more distant locality. Some of the tasks given to pupils make good use of emerging literacy skills. Pupils use their numeracy skills to good effect, for example when measuring and recording observations.

## ART AND DESIGN

79. The standards in art and design are in line with those expected when pupils are seven: a judgement that cannot be compared with the previous inspection as no judgement was made about the standards. Additional evidence was gathered from displays around the school, photographs of work produced in earlier terms and a discussion with the co-ordinator.

80. The pupils have experienced using a variety of media from pencil, pastels, chalk and paint. They have studied the work of Mackenzie Thorpe and have successfully drawn in his style using chalk and pastels. They have also looked at the work of Andy Goldsworthy and made collages using natural materials: some interesting pictures were made. Presently Year 1 pupils are experimenting with a single paint colour on different coloured papers to see which combination is the most effective. This they are doing by making simple finger print patterns. Year 2 pupils are designing faces using pictures of fruit in the style of Archimboldo. The majority of pictures are very effective and show careful, thoughtful composition. Others are not so well done, with a minimal amount of fruit being used, little effort and a lack of concentration. In the Year 2 areas there are examples of observational drawings of twigs and plants, some of which show how closely pupils had looked at their particular piece of flora.

81. The previous report was critical of the range of art and design experience by the pupils. However, with the implementation of the present scheme based on the new national guidelines there is wider coverage. Assessment also takes place termly based on these guidelines. The lack of emphasis on studying the works of famous artists has also been addressed.

82. The implementation of the new scheme is helping to ensure pupils make appropriate progress in developing the relevant skills. This, too, was an area criticised in the previous report.

83. All pupils including those with special educational needs and those learning English as a new language enjoy their art and design lessons. This helps them make progress. Pupils respond to the teachers' questions with interest particularly in Year 2 lesson when they recalled the work of Mackenzie Thorpe. They work well together, when asked, and share resources. Most remain on task and concentrate until the picture is completed. A few pupils in Year 2 do not put as much effort into their work as others consequently the results are not as effective as those of their peers.

84. Because art and design was being taught at the same time in a year group observations were short and only a small part of each lesson seen. However, from these brief observations teaching is satisfactory. Resources are carefully prepared before the lesson and support staff are well briefed. This good preparation and the level of support available have a positive effect on the pupils' learning as lessons can move at a good pace. All teachers have good relationships with their classes and use questioning effectively to reinforce or extend pupils' knowledge. Although lessons are well planned some activities are too prescribed and not enough opportunity is given for pupils' to make choices about resources or designs.

85. The co-ordinator fulfils the role effectively with time to monitor plans, audit resources, observe teachers and draw up the new scheme of work. A local artist has visited the school to paint murals in the playground.

## **DESIGN AND TECHNOLOGY**

86. The standards in design and technology are broadly in line with expectations of seven year olds, a judgement similar to the previous inspection. Although it was only possible to observe one lesson during the inspection, a scrutiny of evidence included a limited range of pupils' work and photographs. The co-ordinator's planning was seen and this indicates that the pupils are now taught a better range of skills and gain experience using a variety of materials. This was a criticism of the previous inspection where the coverage was judged to be unsatisfactory. Much of the design and technology is closely related to topics.

87. Pupils learn the importance of designing a product prior to its making. They produce some good drawings of the things they are going to make and extend their writing skills when they write about what they are going to do. Pupils then decide on what materials they are going to use and list them as part of their recording of their design. A good example of this was recorded in the photographs of the making of glove puppets. Pictures of the puppets and the facial expressions were drawn; the next stage of cutting out a template was illustrated followed by the initial cutting of the puppet and then the finished article. They were well made and successful. Another example seen in practice was observed in a Year 2 lesson when pupils were making wheelbarrows. They had designed the wheelbarrow, chosen the materials and were asked to note down any changes they made during construction and why. Through this pupils were developing a good understanding of the properties of different materials and their durability, realising that paper was not strong enough to support the wheelbarrow; some then chose lollipop sticks, a better alternative. They are developing skills of cutting, gluing, sewing and designing objects. There is also evidence of the use of construction kits to build three-dimensional models. Pupils experience food technology and a visitor spent time in school discussing Mexican food with them.

88. Pupils are beginning to make better progress than at the time of the previous inspection. With the recently implemented scheme teachers can follow the development of the appropriate skills more closely. Pupils with special educational needs and those learning English as a new language make progress in relation to their prior attainment. Good use is made of early numeracy skills as pupils plan and make their artefacts.

89. Pupils enjoy these lessons and work hard, remaining on task and experimenting with different materials. They share resources and help each other. They are keen to explain why they have used a different material from the one they originally chose.

90. As only one lesson was observed no judgement can be made about the quality of teaching.

91. The co-ordinator has used time available to her effectively to monitor and review planning and, working from the national curriculum guidelines, has made the scheme of work more relevant to the pupils and the resources available. A resource audit has been undertaken and these have been improved: an aspect criticised in the previous report.

92. Overall the provision for design and technology has improved significantly since the previous inspection when it was heavily criticised.

## **GEOGRAPHY AND HISTORY**

93. Standards of attainment are similar to those expected of pupils of this age. Inspectors were unable to see sufficient lessons to gather a wide range of evidence. This makes it impossible to give an overall assessment of the quality of teaching and learning. Discussion with pupils, and a scrutiny of teachers' planning and pupils' work indicate that standards in

history and geography are broadly similar with those expected of pupils by the age of seven. Standards have been maintained in history and have improved satisfactorily in geography. The majority of pupils attain an appropriate quality of work in relation to their age and there is no significant difference between the attainment of boys and girls. Most pupils acquire, use and extend history knowledge, concepts and skills through investigations and in geography gain the required skills of the subject and have a satisfactory knowledge of localities and their specific physical and human features. Those pupils who have special educational needs make good progress and those who have English as an additional language make very good progress.

94. There is now a broad, balanced and relevant curriculum in place, which ensures step-by-step development of what pupils should know, be able to do and understand. There are signs of good improvement as a result of the introduction of new schemes of work, increased teacher knowledge and improved co-ordination of the subject. Pupils make satisfactory progress. Those who have special educational needs or English as an additional language make good progress from their starting point when they join the school. They are fully included in all aspects of work in geography and history.

95. The majority of pupils gain satisfactory understanding of the historical and geographical concepts and knowledge that are taught through units of work. Pupils learn about significant periods and events of British History, such as the Great Fire of London, the Gunpowder Plot at the time of King James I and the Victorian era. In Year 1, pupils learn about chronology and gain understanding and knowledge about the past. They contrast and compare the lives of their grandparents and homes of the past with those of today. Year 2 pupils study the life and work of Grace Darling and compare it with that of the present day work of the Royal National Lifeboat Institution. Year 1 pupils' skills in historical and geographical enquiry are appropriately developed by visits to their own locality, such as Catterick Garrison. They make observations of the characteristics of local buildings in the vicinity, such as the shops, the church and the variety of buildings. Pupils draw and label simple maps of their journey to and from school. They gain an increasing awareness of the physical and human features of their locality and compare them with those of Tocuraro in Mexico, for example, the climate and the environment.

96. Pupil's literacy skills are developed, satisfactorily, through extended writing and reading for research and listening to factual and fictional stories. They follow the travels of the imaginary 'Wavey Bear' through Norway, Spain, the Grand Canaries, Mexico and Scotland and write about the adventures. This is an area identified for development by the school.

97. Most pupils have positive attitudes to their learning in history and geography. In discussion with Year 2 pupils, they demonstrated a sound historical knowledge and understanding of events beyond living memory and famous people such as Grace Darling. They recalled, graphically, the significance of Remembrance Sunday and its commemoration of the First and Second World Wars. Many pupils have experienced already first hand what life is like in other countries and bring a working knowledge of life in different climates and customs.

98. Only one lesson was seen in history and none in geography and therefore it is not possible to reach a judgement on the quality of teaching.

99. Geography makes a positive contribution to the pupils' cultural development. They become aware of cultural differences through comparative studies of the lives of people in Mexico and the study of religious festivals such as Diwali. Relevant visits linked to the historical and geographical studies, support their work and also improve their social and cultural skills. They are used well to enhance the history and geography curriculum, such as

visits to Ormesby Hall, Victorian and Edwardian towns and seaside resorts, such as Preston Park and Saltburn where pupils study the surroundings and terrain.

100. The co-ordination of history and geography, which is the responsibility of one teacher, has improved since the previous inspection. The priorities for developing the subjects are good. New schemes of work and planning structures link both subjects closely to National Curriculum requirements. This is a good improvement since the previous inspection. Geography and history are taught alternate half terms. Sampling of pupils' books and their work has begun, along with the monitoring of teaching, but formal assessment is not in place. Resources for both subjects are generally adequate, but are to be enhanced to support the new scheme of work-study units. There are atlases in the school of differing complexity, but no class sets of atlases for pupils to use simultaneously. The school is well placed to make further improvements in history and geography.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

101. No direct teaching of ICT was seen and therefore it is not possible to make a secure judgement about the quality of teaching. However, a great deal of pupil's work was available to see and pupils were observed frequently using computers during other lessons. There is sufficient evidence to make the judgement that standards in ICT match the standard expected when pupils are seven. The school has maintained the standard set at the previous inspection and has broadened the curriculum available to pupils.

102. Pupils use computers in the classroom on a regular and persistent basis. Teachers plan well to make suitable programs available that closely match the learning objectives of the lesson. This is particularly the case in numeracy, literacy and science. Pupils were observed using computers to support word-building and reading skills. They used computers to help their quick number skills. In science they followed the journey of a bear through a dark tunnel: a program that exactly fitted the introduction to their lesson on light and dark. This helps pupils to see how computers can be used as a support to learning in many different contexts. Although work with the floor robot was not seen, photographic evidence shows that this is a regular part of the pupils' experience in ICT. Displays around the school show evidence of pupils' word processing skills. They use a range of paint and drawing techniques and mix their graphics with text. There is evidence of pupils using simple spreadsheets to present mathematical and scientific data in graph form. Some of the work seen is sophisticated and of good quality. The pupils seen working on computers have good mouse skills and quick access to the keyboard indicating that they use the computers on a regular basis.

103. Although it is not possible to make a judgement about teaching because no direct teaching was seen, it is clear that good teaching skills are in use because pupils are making good gains in their learning. There is ample evidence of work right across the ICT curriculum and the subject therefore meets legal requirements. The co-ordinator is very enthusiastic. A good policy sets the direction for the subject. Comprehensive subject guidance supports the work of staff. There is no consistent school strategy for assessment. However, there is a partly finished draft pupil self-assessment booklet covering all the assessment needs for this age. Resources include an electronic whiteboard and digital camera. The school has no computer suite for dedicated lessons but very good use is made of the computers in classrooms. Good opportunities are offered to those pupils who have difficulty with some aspects of learning. These pupils make good gains in their learning. Pupils learning English as an additional language quickly pick up the early skills of using the computer and the computer pointing device.

## **MUSIC**

104. The standards achieved in music are in line with expectations by the end of the key stage. In the previous inspection no judgement was made about standards because of insufficient evidence, so no comparison can be made. Pupils sing in tune with clear words and the majority join in. An impromptu class singing session highlighted how enthusiastic pupils can be when singing well-known action songs and how well they can sustain the tune without an accompaniment. Pupils in Year 2 can keep together, follow the conductor and produce a class composition entitled "A Rainstorm". They know how to play a variety of percussion instruments correctly. They have also had the opportunity to appraise music: by shading in a face to indicate the feelings the music gave them or by trying to guess the instruments they heard in the music. The pupils are confident to do this and the evidence showed a wide range of feelings evoked by the same piece of music.

105. As no music was observed in Year 1 it is not possible to make a judgement about progress. But as standards are in line the pupils must be making satisfactory progress in developing appropriate musical skills.

106. Pupils enjoy music as seen in an impromptu singing session held one wet playtime involving a class of Year 2 pupils. They all sang with great enthusiasm, knowing the words and the actions. They also enjoy the more formal music sessions and participate with interest. They respond well to the teacher's questions and listen carefully to music, either on the video or the choir singing in assembly. Pupils learning English as an additional language get the same sort of opportunities as other pupils. They take them well. Pupils with special educational needs make progress in relation to their prior learning.

107. Only one lesson of music was seen so it is not possible to judge the quality of teaching on just this lesson. The school uses the expertise of a knowledgeable music co-ordinator to teach all Year 2 pupils. This has a positive effect on their learning and ensures the development of appropriate skills. In Year 1 class teachers are responsible for the music. They are supported by a new scheme of work and guidance from the co-ordinator. Both the policy and scheme have recently been implemented. However, assessment opportunities are only now being provided.

108. The co-ordinator has made good use of opportunities to monitor planning, observe teaching and audit resources. Pupils have opportunity to listen to both western and non-western music: for example music from South America, Africa including a visiting musician from Africa. They have also learnt Mexican songs and used Mexican instruments to accompany their singing. Pupils sing in Christmas performances and the choir, open to all pupils in Years 1 and 2, have competed in a local festival. The Normandy Band provides a wonderful resource for the school and regularly performs for or accompanies the pupils. This first hand musical experience enhances the pupils' curriculum.

## **PHYSICAL EDUCATION**

109. Standards of attainment match those expected nationally for seven-year-olds. Pupils in Year 1 understand the need for a warm-up before the main lesson activity. They know that the warm up prepares the body for the more intense activity to follow. They start the lesson with well-established routines and have good self-discipline. They interpret sound and move appropriately. They discuss how to use the words of a well-known poem to support their physical activity. Some pupils are very agile. All apply strength and mobility to their thinking about the activity. They watch each other and the adults, gaining from the modelling of activities. They work very well together at specific movements directed by the teacher. Year 2 pupils attend clog dance lessons at this time of the year. The same teacher teaches all classes. Pupils make a good physical effort. They are quick and willing to demonstrate to

each other. They have positive attitudes towards learning the intricacies of the pattern of steps and claps. A good feature of lessons is that teachers and pupils are always dressed appropriately – both for the physical nature of the work and to ensure safety and freedom in movement.

110. The teaching is good. Teacher knowledge of the subject is good. Lessons are well planned with a good warm up and cool down and plenty of time to practice the main activity. Teachers have instilled good disciplines into the start of lessons that ensure that pupils are ready to learn. Pupils are well behaved. Where there is an occasional lack of focus both teachers and learning support assistants are quick to manage pupils effectively. Both adults in lessons play a full part. Learning support assistants know the plan well. As a result they make very good partnerships with the teacher and give strong support. This is particularly the case where a pupil has difficulty in the active part of the lesson. Because they know the lesson content well, both adults set a good example to pupils in their own enthusiasm and quality of movement. However, occasionally not enough is made of pupil demonstration and example to support the learning of others. Some activities are very directed and prescriptive, although the teacher does point out that she 'will expect you to make up your own movements next week'. Teachers ensure that all pupils are well involved in the learning in physical education. This ensures that pupils make progress appropriate to their prior learning. Pupils with special educational needs make the progress expected of them. Those learning English as a new language get good support and this enables them to progress.

111. The subject is effectively managed. There is an up-to-date policy that outlines basic aims and gives a sense of purpose and direction. The scheme of work is good, charting progress from the 'stepping stones' of the Foundation Stage through Years 1 and 2. This was an area of criticism for the school from the previous inspection that has met with good improvement in physical education. There is a long-term map that ensures all aspects of the curriculum are covered with medium term planning to support the work of same age classes. The co-ordinator gets some release time to manage the subject. There has been good professional development to ensure that the subject is well led and taught. Resources are good overall with sufficient large apparatus and small equipment to teach the curriculum efficiently. The hall floor is of good quality although the space is restricted because of its multiple uses. Equipment other than that for physical education needs to be kept in the hall. However, teachers are very aware of potential safety risks and ensure safe practice at all times. The school has a strategy for assessment in the subject. Assessment sheets are not always kept up to date.

## **RELIGIOUS EDUCATION**

112. No overall judgement is made about standards because there is little written work. This means that the national strategy for literacy has little impact in religious education. Nor is there any inspection week evidence of the use of numeracy skills. In the lessons seen in Year 2, one teacher teaches the whole year group on a 'carousel' timetable with music and dance, ensuring equal opportunities for different classes. In the limited amount of work seen and from observations of lessons, pupils with special educational needs and those learning English as a new language make suitable progress. Where there is support assistant help specifically targeted on the needs of those finding learning difficult, pupils make good progress.

113. The time allowed for religious education is adequate and opportunities to link into personal, health and social education and assemblies are taken up. The syllabus coverage includes study of Judaism, Christianity, Hinduism, Islam and Buddhism. Early stages of the syllabus examine self and relationships and this teaching is linked with topics being taught in personal, health and social education. The termly records show which areas have been covered but evidence of the standard of attainment is very limited. There are good

photographic records of what groups of pupils have experienced but insufficient evidence of what individual pupils have achieved. There were limited opportunities to judge progress over time. However, some of the work that did exist on images of God and the tragedy on September 11th in New York shows that some pupils have developed a real awareness of moral and spiritual awareness. The contribution made to spiritual, moral, social and cultural development is considerable but is not specifically identified in teachers' planning. A lesson with Year 1 pupils made a substantial contribution to pupils' understanding of empathy as they expressed how they would feel in the same situation as the main character in the story.

114. Assessment in religious education has still to be developed and will be considered when the policy is reviewed in March 2002. Teachers are using most recent national guidance 'expectations' as an assessment tool at present but there is no clear understanding of what pupils need to have learned in Year 1 and 2. The school belongs to a 'cluster of schools' to share artefacts and expertise but, as all have the same syllabus to work to, the artefacts are needed at the same time. The school has purchased some resources of its own in order to enhance the teaching of religious education. The school uses the International Centre in Bradford for resources; this has been very useful in terms of providing artefacts and advice and some in-service training.

115. Teaching was judged to be good in the lessons seen. Pupils were given the opportunity to discuss, reflect, watch and listen. The combination of storytelling by the teacher and the video of 'Jesus the Storyteller' gave pupils a comparison and an opportunity to reflect on the story told by the teacher and the story told in the video. The pupils were perceptive in their comments and showed good understanding of the message being conveyed that we should care for one another. A short role-play by three pupils demonstrated how this might be done. The discussion illustrated clearly how the pupils understand the ethos of the school.

116. Learning is also good with some pupils showing sound knowledge and clear understanding in the lessons observed. Pupils responded well to the teachers' questions and were able to recall prior learning with some confidence in the Year 1 lesson seen. The pupils were able to watch and listen attentively and showed, by their responses, they had been paying careful attention. They were usually able to express their feelings and views with maturity and confidence.

117. The school has recently adopted the North Yorkshire Agreed Syllabus and the joint co-ordinators were only appointed in September, 2001. There has been insufficient time to evaluate the changes that have been so recently brought about. The religious education policy is to be reviewed in March, 2002. Resources in the library area include texts that refer to the faiths being studied and are suitable for a range of ability. It is expected that resources will provide a good foundation for independent study and research when the new library area is ready for use. A lack of written work restricts pupils' opportunities to show what they know, can do and understand. Nor is good use made of pupils' literacy skills.