

# INSPECTION REPORT

**MOORLANDS INFANT SCHOOL**

BATH

LEA area: Bath and North East Somerset

Unique reference number: 109901

Headteacher: Mrs. B Collett

Reporting inspector: Kevin Hodge  
Ofsted number 18466

Dates of inspection: 8<sup>th</sup>-10<sup>th</sup> May 2001

Inspection number: 212492

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:	County
Age range of pupils:	4-7
Gender of pupils:	Mixed
School address:	Moorfields Road Bath
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Gamlin
Date of previous inspection:	April 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18466	Kevin Hodge	Registered inspector	Science, ICT, design and technology, PE.	The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further? English as an additional language.
AO 9545	Kevin Greatorex	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for pupils? How well does the school work in partnership with parents?
19387	Mari Powell	Team inspector	The Foundation Stage, English, Music, Religious Education.	How well are the pupils taught? Special educational needs.
10214	Brian Milton	Team inspector	Mathematics, art and design, geography, history.	How good are the curricular and other opportunities offered to pupils? Equal opportunities.

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

### **INFORMATION ABOUT THE SCHOOL**

The school is located on the Moorlands estate in southwest Bath. It takes pupils mainly from the immediate vicinity, although approximately a third of the children travel from other nearby areas. There are 154 pupils on roll, and this is smaller than the average infant school. Built in 1950, the school has a high number of teaching and administrative spaces, with playing fields and paved outside teaching areas. One pupil has a statement of special educational need, but the proportion of pupils on the special educational needs register is below that found nationally. A very small percentage of the pupils are from ethnic minorities, and two have English as an additional language. The attainment of pupils when they first enter school is broadly in line with the county average. The school has recently had a 'vision' day when it drafted a strategic plan with a number of aims for improvement. The aims relate to improvements in the National test results, the pupils' attainment in information and communication technology and their personal development.

The school had its last inspection in April 1999 and the report identified a number of serious weaknesses. A seconded headteacher was appointed from September 1999 and the present permanent headteacher was appointed in September 2000.

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

The school has made good progress in remedying its weaknesses since the last inspection, particularly in the planning of the curriculum, the general quality of the teaching and, consequently, the pupils' attainment.

The standards attained by pupils in the core subjects of English, mathematics, science, and in Religious Education, are now much closer to the standards expected nationally. Standards in information and communications technology are below those expected, partly due to the teachers' lack of subject expertise and the lack of resources. This has led to a short-term decline in standards. The school has identified this weakness and the teachers are beginning an in-depth period of nationally funded training to make full use of the new computer suite due to open this term.

The leadership shown by the recently appointed Headteacher is good. The governing body is knowledgeable about the work taking place in the school, and supports the headteacher and staff effectively. Although there are particular strengths in the teaching in some year groups, there are weaknesses in others. Consequently, the quality of the teaching is somewhat inconsistent overall. The school promotes good standards of behaviour and the pupils work together well. Visitors are made to feel welcome and there is a positive ethos throughout the school.

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

- Promotes good attitudes and behaviour on the part of the pupils.
- The headteacher and governing body provide clear direction for the school.
- It has implemented the National Literacy and Numeracy strategies effectively.
- It promotes pupils' moral and social development well.
- The school cares for its pupils well.
- It develops very good links with parents and provides a good range of information for them.



### What could be improved

- The pupils' attainment in Information and Communications Technology.
- The overall quality of the teaching.
- The planning of work and the level of resources for pupils in the Foundation Stage.
- The length of some lessons, which are too long, causing pupils to lose interest.

*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 inspected in April 1999. The report highlighted several areas of serious weakness such as the quality of the teaching, the pupils' attainment in English, Mathematics and science, and their spiritual development. Other weak areas included the curriculum planning and work with pupils under five years of age. The school has made good improvements in nearly all of the areas identified and no longer has any serious weaknesses

The quality of the teaching has generally improved. Of the lessons seen during the inspection, 17% were very good, 33% were good, and 47% were satisfactory. A small number of lessons (3%) were unsatisfactory. However, the higher quality teaching is not evenly spread throughout the school; it is strongest in the beginning of the key stage. The less confident and unsatisfactory teaching was found in classes with the older pupils where improvement has not been so rapid.

Overall, the pupils' spiritual, moral, social, and cultural development is good. The provision for their religious education has also improved and is now satisfactory. The curriculum planning has improved generally and is now much more evenly balanced across the various subjects, though often the lessons in some subjects are still too long, which reduces pupils' interest. The leadership of the curriculum has improved, but the illness and absence of some staff have hampered developments. Good improvement has been made in the quality of the information in the pupils' reports, and the links with parents are now generally very good. However, the Foundation Curriculum has not improved significantly; there are still weaknesses in the planning and in the provision of resources for these young children.

### STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

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

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

From scrutiny of the pupils' work, it is clear that their attainment has improved the most in English and mathematics, and is now in line with the standards expected nationally. In science, the pupils' attainment has also risen to those standards expected nationally, although their investigative skills are still not wholly secure. The results obtained in the national tests in English and science has improved

during the past two years and the rising trend appears to be continuing. The results in mathematics remained low last year, although recent informal testing suggests that the results this year should be higher. Overall, the results obtained last year do not yet fully reflect the improvements made since the last inspection. The attainment of the pupils in their day-to-day work in English, mathematics and science has improved, but in science, for example, the focus of improvement has only been started this term. After a period of instability and rapid change, the headteacher has provided clear direction for further developments that build upon the improvements already made. The school has set targets for 2001 in English mathematics and science. The targets for the percentage of pupils attaining Level 2C in Reading is 86%, writing 88%, mathematics 90% and in science 92%. These reflect the rising trend in the pupils' attainment and the focus the school has upon raising standards generally.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Almost all pupils are enthusiastic about the school and their work. They are eager to learn in most lessons.
Behaviour, in and out of classrooms	Good overall. In lessons, assemblies, in the dining hall, and in the playground, almost all pupils behave well.
Personal development and relationships	Satisfactory. Opportunities are provided for pupils to take responsibility and they respond positively. Relationships are good overall between pupils and staff.
Attendance	Good. Pupils arrive at school promptly and are eager to settle quickly for registration.

The pupils work together well and generally have good relationships with each other. They move around the school safely and carefully. In the playground, the pupils use their new play equipment with enthusiasm and share its use with little difficulty. In lessons, they are attentive and settle down to work quickly when asked. They are generally keen to complete their work, and only become restless when they spend a long time sitting and listening.

### **TEACHING AND LEARNING**

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

*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 teaching, although sometimes inconsistent, is satisfactory overall. In half of the lessons seen, the teaching was either good or better. One unsatisfactory lesson was observed, and in a small number of weaker lessons the strengths and weaknesses in teaching were finely balanced. Very good teaching was seen in six lessons, mainly in the Year 1 classes. The teachers generally plan thoroughly and most have good relationships with their pupils. Throughout the school, their class management is usually good. The teaching has improved significantly since the last inspection, and is leading to improving standards and learning in the pupils' daily activities. The national strategies for improving literacy and numeracy are being applied well throughout the school. English and mathematics are taught particularly well in Years 1 and 2.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in Key Stage 1, but there are weaknesses in the planning for pupils in the reception class. The range of activities in the foundation stage is narrow and the lack of an outside play area further reduces the opportunities for structured play.
Provision for pupils with special educational needs	Good. The pupils have a good range of support and they make good progress in their learning.
Provision for pupils with English as an additional language	Good. The pupils' individual differences and needs are supported well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The pupils' moral and social awareness is developed well. They have a good number of responsibilities and the staff provide good role models for them. The pupils know the school rules and have a good awareness of difference between right and wrong.
How well the school cares for its pupils	Good. The school provides high quality support and guidance that effectively promotes the pupils' welfare, health, and safety in a secure environment.

The links with the parents continue to be good generally, and the information provided for them is of a high standard. The reports were an issue at the last inspection, but are now more informative, and give a clear idea of the progress the pupils make and how they can improve. There are regular meetings with parents to discuss the pupils' progress. A range of events take place through the year, such as the after school cake sale held during the inspection week.

The curriculum is now satisfactorily planned for older pupils, where the time allocated overall for each subject is more balanced. However, some lessons in some subjects are too long, causing the pupils to lose interest. The Foundation Stage curriculum, which was weak at the last inspection, is still not planned to include the new early learning goals that have to be in place from the beginning of next term. The lack of a dedicated outside activity area restricts the progress of the children at this stage.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The recently appointed headteacher has successfully guided the school through a difficult period. Standards of work are monitored appropriately and targets for improvement set. The strategic plan is a useful draft document that sets out clearly the goals and values of the

	school.
How well the governors fulfil their responsibilities	Good. The governors support the school well, and the arrangements for overseeing different areas, such as curriculum and finance are secure.
The school's evaluation of its performance	Good. The analysis of weaknesses in the test results and in specific areas of the pupils' work has led to improvements.
The strategic use of resources	Satisfactory. The use of resources is sound overall. Some resource areas, such as the ICT suite, have been developed well. Other resources are looking old and need replacing. The existing resources for pupils in the Foundation Stage are under used.

The school has an appropriate level of staffing for its size. The support staff is well briefed and enables the teachers to give individual pupils more attention. The arrangements for pupils with special educational needs, and those pupils who have English as an additional language, are good. The headteacher is the special needs co-ordinator, and the work is overseen effectively. Overall, the resources of the school are used appropriately, although some of them are looking old and are in need of replacement. The lack of an outside secure activity area for the pupils under-five, further restricts the progress that these children make in their physical and creative development.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school helps the pupils to become mature</li> <li>• Behaviour at the school is good</li> <li>• They feel able to approach the school</li> <li>• The children like school and make good progress</li> <li>• The school is well led and managed</li> <li>• The school works closely with parents</li> </ul>	<ul style="list-style-type: none"> <li>• The children get the right amount of work to do at home</li> <li>• Being well informed about their children's progress</li> <li>• The range of activities outside lessons</li> </ul>

The inspection evidence supports the positive views expressed by the parents at the pre-inspection meeting and in their completed questionnaires. It shows that the school provides the normal amount of homework and the number of extra-curricular activities provided is similar to that found in the majority of infant schools. The most recent reports now give good levels of information on the attainment and progress of the pupils.

## **PART B: COMMENTARY**

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

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

1. By the end of the Foundation Stage, most of the children reach the early learning goals that are set for them. Most have good attitudes to their learning and this helps them to acquire attributes such as concentration, independence, and confidence. Their communication, language, and literacy skills are developed appropriately in many areas, although their speaking skills are weaker than their listening skills. Their early reading skills are being fostered and they can read simple captions. The children's mathematical skills are developed appropriately, and many pupils count confidently to ten. In their physical development, the children make sound gains in their learning overall, but the lack of an external activity area restricts their progress. In their creative development and knowledge of the world, the children are gaining appropriate awareness of different materials, and how they are used. The children's creative abilities are developed well in musical activities, but are not fully stimulated or guided to explore different artistic styles or techniques.
2. Throughout the school, and in nearly all subjects, the pupils are achieving higher standards than were reported in the last inspection. The most recent national test results show that the school is continuing the upward trend in performance in English and science, but the results in mathematics obtained last year were still low. The improvements in the planning, teaching, and analysis of results has influenced the pupils' day-to-day attainment in these subjects. English standards have risen overall and the pupils' reading is in line with the expected levels, and the results of recent informal tests in mathematics show that standards are improving. Generally, the standards of work of the oldest pupils have risen since the last inspection and are now closer to those obtained by schools nationally. This is in contrast to results achieved in 1997 where standards were low in reading, and mathematics, and very low in writing compared to other schools nationally.
3. The inspection findings confirm that standards are now better than were reported in April 1999. The weaknesses in English have now been addressed and pupils of all abilities make sound gains in their learning. They make appropriate progress in reading and their listening skills are particularly good. There has also been good progress in developing the standards of the pupils' writing, and they now employ a good range of vocabulary. Last year the school exceeded its own target of 87% of the pupils reaching the expected levels in writing and just fell short of its target for reading. The National Literacy strategy has had a positive effect upon raising standards across the school.
4. In mathematics, the pupils attain sound standards, which is again an improvement from the position reported in the last inspection. The effective introduction of the national numeracy strategy has helped to raise the pupils' skills and abilities. Generally improved teaching has helped to raise standards, and enabled the pupils to achieve appropriately. Their mental abilities are developed well, and the oldest pupils know the names of two and three-dimensional shapes, can estimate distance accurately and draw simple graphs. The implementation of the numeracy strategy has had a positive effect upon day-to-day standards, but it has not yet had time to influence the results of the national tests. The school did not meet its own target of 89% of pupils attaining the national expectation last year, but there is good evidence to indicate that it will do so this year.

5. In science, the pupils are now attaining sound standards and achieving appropriately within the majority of lessons. The teaching is having a positive effect in raising the pupils' expectations of what they can do, and the pupils cover a good amount of work by the time they are seven. They attain particularly well in their knowledge of materials and living things. Their work on identifying differences between people was particularly good. Their investigative skills are less well developed and this restricts the progress for higher attaining pupils.
6. Since the last inspection, standards have been maintained in line with the national expectation, in art, design and technology, geography, history, and music. No judgements were possible in physical education, and standards in information and communication technology are below the standards expected nationally. Additional computers in the new suite will give the pupils greater chance to develop their abilities, but they have not yet had sufficient use of the computers to improve their skills. The standards attained in religious education are in line with those expected in the locally agreed syllabus, which is an improvement since the last inspection.
7. Overall, the school has increased the pace of improvement in nearly all the areas that were identified in the last report. Improved teaching and planning are having positive effects upon raising standards, particularly in English, which has been a high priority for the school. The day-to-day improvements in mathematics were not reflected in last year's national test results, but informal tests taken recently indicate that results will rise this year.

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

8. Almost all pupils have positive attitudes to their work and to school. They show great interest in what they are asked to do and apply themselves very well to their work. The pupils take pride in their achievements and are happy to share their work with the teachers and other adults. They listen attentively to each other and are happy to share ideas. Most are able to sustain high levels of concentration through their lessons, and on occasions show that they are able to work effectively without direct teacher help. The pupils in Year 1, for example, were able to make more advanced calculations than had been initially set for them.
9. As noted also during the last inspection, the pupils' behaviour is good overall; most parents confirm this view. Almost all pupils behave well during lessons, in assemblies, at lunchtimes and at playtimes. They move around the school in a quiet and orderly way and have a very clear understanding of the standards of behaviour expected of them. However, in a small number of lessons the behaviour of a few pupils becomes difficult, and some teachers do not deal with them effectively. There have been no exclusions this academic year, and during the inspection there was no evidence of either bullying or lack of respect for school property.
10. Relationships in the school are good. Most pupils form constructive relationships with each other, their teachers and other adults. This is particularly noticeable at lunchtimes, in the dining hall and in the playground. When using the outside play equipment, the pupils are particularly sensitive to those pupils who sit near the 'friendship' post waiting for someone to play with. They generally demonstrate patience, tolerance, and understanding of others. Most will work co-operatively together in classes, but occasionally, the pupils' learning in the oldest classes are affected adversely by abrasive relationships.

11. The school provides appropriate opportunities for the pupils to show initiative and take responsibility. In turn, they demonstrate that this trust in them is well placed. Social skills and self-discipline are encouraged constantly. The pupils regularly perform jobs within the classroom and around the school, and as they progress through the school greater degrees of independence are encouraged. The 'buddy' system is used very effectively with Year 2 helping the reception children in the dining hall and around the site. From the earliest age, the pupils are encouraged to think of people less fortunate than themselves, and they are involved in fund raising for a number of charities.
12. Attendance and punctuality continue to be good. Unauthorised absence is in line with the national average. Virtually all pupils are punctual and many arrive early. They come happily to school, eager and ready to learn, enabling the school to make a prompt and efficient start to the school day.

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

13. The teaching is much better than at the time of the 1999 inspection. Of the lessons seen during the latest inspection, 97% were either satisfactory or better, and 17% were very good. Only one lesson (3%) was unsatisfactory. This significant improvement is the result of more effective planning of lessons and the methods the teachers use to foster the basic skills of literacy and numeracy. The inspection evidence shows that consequently the pupils' skills in reading, writing, and mathematics are improving steadily.
14. In the lessons seen in the reception classes, where the children are still in the Foundation Stage, the teaching was always satisfactory and sometimes good. Good features were seen, for instance, in the teaching of numeracy and music. However, the range of activities and the organisation in some other areas do not yet ensure that the teaching fully matches the needs of children at different stages of their early learning. This is particularly the case in the teaching of Knowledge and Understanding of the World, and in some aspects of the curriculum that are meant to develop the children's creative skills. The teachers recognise this shortcoming, and have already begun to refine their planning. They are trying to ensure that there is greater precision about the way the early learning goals identified for these children will be met through exciting, challenging and well supported teaching in all areas. **This is a key issue for action.**
15. The teaching of literacy and numeracy is generally well planned and is improving the pupils' attainment. In particular, the approach to the teaching of writing is enabling the pupils to have sufficient time to plan, draft and edit their writing. The teachers are extending the range of writing that the pupils are able to undertake, and helping them to present it in a way that interests the reader. The teachers also ensure that the basic reading skills are thoroughly and regularly taught. The pupils' knowledge of phonics, of linking sounds to letters, has been well developed. In a class in Year 1, for example, the pupils enthusiastically displayed their efforts to write words containing "ai" and "ay". Because the teacher had given them considerable prior practice, they approached the whole activity with enthusiasm. Similarly, the good teaching in numeracy lessons ensures that the pupils are very actively involved in a brisk sequence of activities. This was the case when the youngest children were engaged in counting on from different numbers. The teachers are increasingly developing effective questioning techniques and are aware of the need to adapt the level of questioning to suit different pupils.

16. The teaching of science is more consistent than at the time of the 1999 inspection. The lesson objectives are now more precise and the activities are more purposeful. The teachers plan for the pupils to carry out investigations, but this important aspect of the science curriculum is underdeveloped.
17. A well-taught religious education lesson in Year 1 enabled the pupils, in groups of four, to sustain a discussion and agree to record their ideas about what they thought God required of them as Christians.
18. The teaching and learning in Information and Communication Technology have been restricted by the lack of suitable equipment. A new computer suite is due to open this term and is now ready for use to teach classes of pupils the skills necessary to meet the national expectations.
19. In the reception classes, there are insufficient planned opportunities for adults to interact with the children to develop their speaking skills through all areas of learning. Moreover, the way in which the accommodation is organised also restricts progress. For example, much of the role-play takes place in the cloakroom areas with a lack of supervision that makes interaction with the children difficult. This is also the case in relation to the provision of outside activities. **This is a key issue for action.**
20. The strong features of the teaching in all subject areas outweigh those that have yet to be improved, but there is some inconsistency in the quality of teaching across the school. For example, pupils' behaviour and learning were managed very well in some classes. In others, pupils' behaviour was not consistently corrected, and pupils were as well not motivated. **This a key issue for action.** The progress of the pupils with special educational needs is carefully tracked, resulting in the provision of effective additional support and a range of activities that ensure that these pupils make good progress in their learning. Their individual education plans provide clear guidance for the teaching and learning.
21. There is now a more consistent approach to marking and annotating the pupils' work. For instance, some good examples were seen in Year 2. This approach could be used to ensure that neat handwriting is found not only in practice sessions, but also more consistently in all written work. The schools' teaching and learning policy has helped to give teachers guidance, but is in need of updating. **This is a key issue for action**
22. The positive relationships generally observed in lessons provide a secure environment for learning. They underpin the willingness of most pupils to try to improve their work in response to the teaching. Just occasionally, a small minority of pupils neither listens nor behaves well. As a result, the pace of some teaching slows and time is lost in dealing with these few pupils.
23. Homework is a well-established feature of the schools' provision and the pupils are well supported by their parents. The pupils are required to read regularly and to carry out other forms of study. For instance, the pupils in Year 2 completed an extended holiday diary over the Easter period. This provided a basis for some interesting teaching as the pupils shared the material with each other. It also gave parents an opportunity to witness their children as writers.

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



24. The school provides a curriculum that is broad and balanced and meets the statutory requirements. The emphasis is on the development of literacy and numeracy skills. The school has carefully reassessed its curriculum since the last report and has introduced policies and schemes of work that are in line with the latest published guidance. The range of activities provided by the school is suitable for the needs of all pupils, including those with special educational needs and those pupils who have English as an additional language. However, the curriculum for the foundation year is still not sufficiently planned in line with the requirements of the early learning goals.
25. There has been good progress on the development of the curriculum since the last inspection. Overall, it is now well planned and contributes to the development of the pupils' learning. Schemes of work have been developed for all subjects. The Music scheme is being revised and the physical education scheme is being rewritten. These are due to be completed by the end of the summer term. The new schemes have provided continuity of experience across the year groups and have ensured that parallel classes are covering the same work. The subject co-ordinators are able to monitor plans, and clear learning objectives are set for weekly plans. Appropriate time allocations have been given to each subject to allow for its development. However, in some cases the time allocation for a session is too long. For example, 90 minutes is allocated to science in one teaching session. **This is a key issue for action.**
26. The planning in the Foundation Stage for children in the reception class is not sufficiently advanced to ensure that children meet the requirements of the early learning goals. There is a lack of clarity about the planning; it does not precisely define the sequence of experiences the children need to reach these goals. This is especially the case in relation to the children's understanding of the world around them, and in developing their creativity.
27. The literacy and numeracy strategies have been implemented successfully and the work is now carefully planned. As a result, the pupils' attainment in reading and writing has improved. However, the numeracy hour was not in place long enough to have any marked effect on the pupils' attainment in last year's national tests in mathematics. Nevertheless, the evidence from the inspection is that there has been a significant improvement in standards in mathematics since the last inspection. The school has received good support from the Local Education Authority and the teachers have received good in-service training related to the numeracy strategy.
28. A satisfactory range of extra-curricular activities and visits enriches the curriculum of the school. Lunchtime and after school clubs take place for art and music, including the teaching of the recorder. Performers visit the school and have included musicians, storytellers, and puppeteers. The school also has occasional "focus weeks", for example a collaborative book writing week. The local environment is well used, particularly for history and geography.
29. All pupils have equal access to the curriculum. The ethos of the school actively respects individual religious and cultural differences. The school carefully monitors the progress of all groups of pupils; for example, it analyses the achievement of boys and girls in order to ensure that any gender variation in achievement is addressed. The pupils with special educational needs are fully involved with the life of the school, and make good progress. The teachers work hard to ensure that all pupils have equal access to the whole curriculum.

30. The school makes appropriate provision for the pupils' personal, social, and health education. Its policy for sex education is suitable for the age of the pupils and has been approved by the governors. The school is reviewing the policy for drugs education, prior to approval by the governors. Aspects of health education are taught through the science curriculum.
31. There are good links with the local community, which is well used as a learning resource. The local curate and Baptist Minister visit the school to support religious education and collective worship. The church is used as a resource as well as a venue for a Christmas service. The pupils visit a Pensioners Club to sing. Historical and literature connections are made with the local landmark tower, the reputed setting for the writing of *Black Beauty*. The children also make visits to the disused railway line and the site of an old brick works. All elements of the attractive school site are used for science and geography.
32. There are satisfactory relationships between the school and the local pre-school groups, as well as the Junior School on the same site. These relationships facilitate the transfers of children at each stage. The headteacher is now working to strengthen these relationships.
33. The provision for pupils' spiritual development has improved since the last inspection and is now satisfactory. The daily act of collective worship meets the statutory requirements and provides a significant spiritual focus for the day. In addition, religious education and 'discussion time' make positive contributions to the pupils' learning. The pupils are encouraged to take an active part in assemblies and are taught to respect the feelings and beliefs of others. The creation of a 'special place' in each Year 1 class is particularly effective in promoting the pupils' thinking and reflection. Visiting speakers continue to contribute to the assemblies and the pupils visit the local churches.
34. The school's ethos actively promotes strong social and moral growth and the provision is now good. Clear routines are established and the pupils have a good understanding of what distinguishes appropriate from inappropriate behaviour. The school staff, particularly in discussion times, reinforce care, friendship, and responsibility, consistently. The pupils develop a strong sense of belonging to the school community and have respect for staff and all visitors. Opportunities to discuss issues such as honesty, fairness, and the right to personal beliefs are encouraged throughout the school. The 'buddy' system is used effectively with good humour and tolerance to support other members of the community. Self-esteem is also carefully cultivated in whole-class discussion. Often this approach gives pupils the confidence to express their opinions openly.
35. The pupils' cultural development is satisfactory, which is similar to the findings of the last inspection. The positive elements identified during the previous inspection have been maintained. The pupils study different cultures and their work is to be seen in the displays around the school. In addition, the pupils visit local places of interest such as Blaise Castle museum and Bristol science museum to develop a wider understanding of their own heritage.

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

36. The school provides high quality support and guidance, and effectively promotes the welfare, health, and safety of the pupils in a caring, stable, and secure environment. The warm and friendly ethos stems from the headteacher and staff, and is found through the whole school. The staff show great concern for the well being of the pupils and a wide range of measures

exists to promote their development. The teachers are sensitive to the needs of the pupils and consistently monitor well their personal development and their ability to cope on a day-to-day basis. Older pupils are well prepared for the transfer to their next school and look forward confidently to the move.

37. All staff continue to work hard to improve standards of behaviour. Procedures for monitoring and promoting discipline and good behaviour are in place and consistently applied by all staff. The consequences of unacceptable behaviour have been made clear and are now understood by all pupils. The recently introduced behaviour and reward systems are having a positive effect in nearly all classes. There are good arrangements for promoting attendance and the pupils arrive promptly and enthusiastically at school. The headteacher is the child protection officer and all members of staff are well briefed about their responsibilities in these aspects. Good attention is given to aspects of health and safety procedures, and a recent review of safety arrangements has been completed.
38. The school makes appropriate provision for monitoring the attainment of pupils, and there have been satisfactory improvements since the last inspection. The arrangements for the monitoring of English, mathematics and science are good. On entry, all pupils undertake baseline assessment. The school uses the results of this assessment to forecast the pupils' probable levels of attainment at the age of seven. These targets are regularly reviewed and revised as necessary throughout the time the pupils are at the school. Additional testing also takes place to monitor progress in the development of their reading and spelling skills. The pupils undertake national tests in reading, writing, and mathematics at the end of their time at school. There is a system for keeping examples of the work of all pupils, and the headteacher is currently refining this.
39. The teachers make sound use of the available assessment information in their curriculum planning. For example, extra support has been provided in Year 2 for pupils identified as achieving below the expected levels in writing and mathematics. Similarly, the identification of a significant number of girls expected to achieve only the lower Level 2C in mathematics led to teachers being more aware of their needs during mental mathematics sessions. Analysis of past test papers has indicated areas for development, and they are now prioritised in teachers' planning. Use of assessment in subjects other than English, mathematics and science is still under-developed, but weekly planning sheets have a section for assessment and evaluation.

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

40. The school has very effective links with the parents and carers, who indicate their support and satisfaction. At the pre-inspection meeting, they were very positive about the different aspects of the school. Similarly, the evidence from questionnaires was very largely favourable, but some parents were concerned about the volume of homework, the range of activities provided after-school, and a lack of information about their children's progress. The inspection evidence does not support these parents' views. The homework provision and the range of activities were judged satisfactory overall. The information provided in the reports on the pupils' progress is now good.
41. The school enjoys the active support of the majority of parents. A number of committed parents and governors regularly help in the classrooms and around the school. There is a small, but strong, parents' association, which organises social and fund raising activities for the school. The new playground equipment has been a focus for fund raising and has produced a significant amount of money. The school is very welcoming, the staff is very approachable,

and parents were regularly observed talking to class teachers at the start and close of the school day.

42. Day to day contact between the school and home is very good. The parents receive regular newsletters and other communications about specific events and activities. The school publishes an attractive and informative prospectus. The governors hold an annual meeting with the parents and issue an annual report. Annually, the parents are given a good written report and offered appropriate opportunities to attend meetings to discuss their children's work and progress with their teachers. The reports indicate what the pupils can and cannot do, and where progress is being made. They also show where the pupils are finding difficulties, with targets suggested for improvement.
43. Overall, the school's very good links with parents are a valued contribution to its work and have a positive effect on the pupils' academic achievement and personal development.

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

44. Overall, the leadership and management provided by the headteacher and governing body are good. The appointment of an acting headteacher, following the last inspection, prompted many changes. These have been managed effectively by the current permanent headteacher who was appointed at the beginning of the present academic year. The school was previously judged to have 'serious weaknesses' in respect of the pupils' attainment, the curriculum and the quality of teaching. Nearly all of the areas identified in that report have been improved upon considerably, and the school is well placed to advance further.
45. The development of a draft strategic plan has been effective in developing several key areas of the school's work. This followed a 'Vision Day' when the staff and governors discussed the priorities to be followed. The headteacher's own regular and effective system of monitoring has contributed to the improved planning and teaching found in the school. The school's performance in comparison to others is analysed effectively, and areas identified for further improvement are included in ongoing plans for action. For example, science and the improvement of the girls' results in mathematics were at the centre of the school's efforts this year. The subject co-ordinators have a clear focus upon raising standards, checking planning and monitoring progress in English, mathematics, and science, but other subjects such as physical education and information technology have only temporary co-ordinators. This tends to limit their ability to oversee their subjects as effectively as they would wish. Both the governors and headteacher are clearly making the continuing rise in standards a priority, and their aims are outlined within the school's strategic plan.
46. The governors are well informed about the different aspects of the school's work. The sub committee structure allows the effective sharing of information and the efficient tackling of different issues. The minutes of meetings reflect the governors' high degree of concern for the school. Individual governors are linked effectively with different subjects of the curriculum, such as special educational needs, English, mathematics, and science. Regular discussions with the co-ordinators and presentations by the teachers provide the governors with additional information. New governors have recently been appointed and have been given good levels of advice by the Local authority. A working party of the governors is reviewing the way they visit the school to see if improvements can be made. The chair of the governing body meets regularly with the headteacher, and as chair of finance, meets with the

finance officer monthly to monitor the budget. Overall, the governors have worked hard to improve those areas identified in the last report and have been successful in promoting these improvements. The governors fulfil all of their statutory duties effectively.

47. Financial decisions are well thought out and relate closely to the overall priorities chosen. A deputy headteacher appointed from September will teach for part of the week and support other colleagues for the remainder of the week. This will help the school to support the developments that are proposed, such as the information and technology suite. Day to day finance is administered carefully and the principles of best value are applied appropriately. The competition aspect is addressed particularly effectively by the use of different suppliers. Other funds, such as those for teacher training, are carefully targeted to get best value. The financial systems are effectively organised and the points raised in the last auditors' report have been addressed. Computers are used to administer the budget, which is regularly monitored by the headteacher. Given the school's rise in standards, the improvement in the quality of teaching, but comparatively high costs per pupil, it gives sound value for money. Overall, the governors strike a good balance between their two roles of supporting and being a 'critical friend' to the school.
48. The co-ordination and support for the pupils with special educational needs, and for pupils who have English as an additional language, is good overall. The headteacher is currently managing the co-ordination of special needs and is assisted effectively by a governor who liaises closely to ensure that the pupils receive suitable support.
49. Overall, the school has a suitable level of staffing for its size. The governors' decision to extend the number and hours worked by class assistants, for example, is having a positive effect on the pupils' behaviour and learning in many classes. There are classes such as the Foundation Stage however, where the number of helpers is just sufficient. The appointment of a deputy headteacher, with only a part time teaching commitment, may also help to improve the quality of teaching. Classroom assistants, whose low profile approach is effective in helping pupils in nearly all classes, support the teachers well. However, in the Foundation Stage this help is less effectively deployed.
50. The accommodation is good overall, but varies from classroom to classroom according to age and condition. The building provides a good number of additional spaces that are used for cooking, physical education, libraries and most recently, a computer suite due to open soon. The school's slightly unusual design with long corridors means that some classes are some distance from the hall and library. The school generally manages these movements well and minimises any difficulties that occur. The general condition of the building, both inside and out, varies but is generally satisfactory. There are pleasant and spacious areas around the school and the installation of new playground equipment has enhanced these further. The level of resources is satisfactory overall, but some resources are looking old and worn, particularly in the classes with younger pupils. The lack of an outside activity area restricts progress for the pupils in the Foundation Stage. **This is a key issue for action.** The computer suite is a dramatic improvement in the level and quality of computers within the school and there are plans to extend their use in the future.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order for the school to improve further, the following key issues have been identified

- (1) Improve pupils' standard of attainment in information and communications technology by (Paragraph 102)**
  - a. Making use of the new computer suite when opened. **(Paragraph 106)**
  - b. Monitoring the attainment of the pupils more closely. **(Paragraph 104)**
  - c. Developing the information and communications technology skills of the staff. **(Paragraph 106)**
  
- (2) Improve the consistency of the teaching by**
  - a. Sharing the very good practice throughout the school. **(Paragraph 20)**
  - b. Monitoring the quality of the teaching more closely. **(Paragraph 19)**
  - c. Reviewing the school's policy for teaching and learning. **(Paragraph 21)**
  
- (3) Improve the curriculum planning and provision in the Foundation Stage by (Paragraph 26)**
  - a. Planning work more closely to the early learning goals **(Paragraphs 19,61)**
  - b. Providing a more stimulating classroom environment **(Paragraph 14)**
  - c. Ensuring there is a secure and enclosed outside play area **(Paragraph 50)**
  
- (4) Improve the pupils' learning in some subjects by**
  - a. Reviewing the length of time given to individual lessons in some subjects such as science. **(Paragraph 25)**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

32
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Number of discussions with staff, governors, other adults and pupils

52
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### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	33	47	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	154
Number of full-time pupils known to be eligible for free school meals	N/A	13

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	31

#### 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	12
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	4.1
National comparative data	5.2

School data	0.5
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	26	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	18
	Girls	21	21	21
	Total	43	42	39
Percentage of pupils at NC level 2 or above	School	83 (67)	81 (69)	75 (72)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	18	17
	Girls	21	22	20
	Total	40	40	37
Percentage of pupils at NC level 2 or above	School	77(72)	77(78)	71(66)
	National	84 (82)	88 (86)	88 (87)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	152
Any other minority ethnic group	2

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

**Teachers and classes****Qualified teachers and classes: Y R – Y2**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	26

**Education support staff: Y R – Y 2**

Total number of education support staff	5
Total aggregate hours worked per week	94

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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**Exclusions in the last school year**

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

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

**Financial information**

Financial year	1999-00
	£
Total income	377807
Total expenditure	365567
Expenditure per pupil	2359
Balance brought forward from previous year	17754
Balance carried forward to next year	29994

*FTE means full-time equivalent.*

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

**Questionnaire return rate: 49%**

Number of questionnaires sent out	155
Number of questionnaires returned	76

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	1
My child is making good progress in school.	64	32	1	0	3
Behaviour in the school is good.	55	43	1	0	1
My child gets the right amount of work to do at home.	43	46	8	0	3
The teaching is good.	66	30	3	0	0
I am kept well informed about how my child is getting on.	51	34	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	1	0	1
The school expects my child to work hard and achieve his or her best.	53	39	4	1	3
The school works closely with parents.	33	58	8	0	1
The school is well led and managed.	53	38	1	0	8
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	18	36	16	12	18

**Summary of parents' and carers' responses**

**Other issues raised by parents**

Many comments found enclosed with the parents' questionnaires were supportive of the work that the school does. Parents spoke highly of the care that is shown towards pupils and the positive way the school responds to parents' concerns. There are no areas where parents had significant concerns.

Parents were not sure about the quantity of work that pupils received to do at home, being well informed about their children's progress and the range of activities that are offered for pupils.

## **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**

52. Children are admitted to the school in September provided they have reached the age of four by August 31. There are currently 18 children out of a total of 45 who have not yet reached their fifth birthday. The initial assessment (baseline) indicates that their attainment as they start school is broadly average. The school makes a good effort to obtain prior information about the children in order to settle them confidently into their classes.

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

53. By the end of the Foundation Stage, most of the children achieve the early learning goals identified for them. A few exceed them because they have developed a good attitude to learning and good social skills. They show an awareness of their fellow learners and can sustain concentration over extended periods of time. Most of the children dress and undress themselves independently for lessons in physical education. Some are very well organised and neatly set aside their clothing. The majority of the children quickly become familiar with classroom routines. This is because the teachers are very reassuring and welcome the children and their parents warmly as they arrive. By this stage of the year, all the children sit quietly for registration. When they take books from the bookstand, they return them independently and without fuss, returning quickly to their place on the carpet, or at a table.
54. The encouragement given to the children for their personal, social and emotional development is good. The adults are sensitive to their needs and use praise well to develop their confidence. They provide good opportunities to help them form constructive relationships and to be aware of each other's different needs. This was evident during a reading session involving a whole class. A small minority of the children who shouted out inappropriately were suitably reminded by the teacher that they were spoiling the pleasure of reading for others.

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

55. The children's language skills are average when they enter school, but they make satisfactory progress throughout the Foundation Stage. The majority reach the early learning goals by the time they move on to Year 1. Some pupils are capable of faster progress. Their speaking skills are insufficiently developed over a wider range of activities such as talking with adults while acting out real life activities in role-play. The children respond well to stories they hear and 'read' and are able to give clear accounts of things they have done. A few are developing confident reading skills. They can read simple sentences to caption illustrations and they are recognising an increasing range of letter sounds. They recognise that writing has a purpose when they 'write' post cards or make marks on paper to simulate telephone messages.
56. The teaching of language is satisfactory overall. The children's listening skills are developed very well and are an important feature of their social development. Both language and numeracy are taught along the lines of the guidelines for Key Stage 1. The children benefit

from very purposeful and focused teaching during those times. However, the planning for literacy now needs to ensure that there are regular and more varied activities where language can be fostered in a broader context. This requires a close identification of the points that individual children have reached on their way to achieving the targets identified in the early learning goals. The classroom displays and resources do not fully provide an interesting and stimulating environment for the development of the children's language skills.

57. The pupils are encouraged to listen carefully to music. This was the case before and after assembly where a range of music was played including some from different cultures.

### **Mathematical development**

58. The children satisfactorily develop key mathematical skills. By the time they complete the Foundation Stage, the majority can count confidently to 10 and some well beyond that. They are becoming more versatile in the methods they use to add numbers. For instance, a good proportion of the children understand that when they add two numbers, it is easier to start from the larger one. They know the names of two-dimensional shapes and recognise that models of "fish" they have made consist of two cones joined together at the base.
59. The formal teaching of number is thorough and ensures that the children practice regularly using dice, counters and other materials. A few engage in counting activities which involve numbers greater than 10. This was the case when the children were asked to count how many counters would cover a piece of card large enough to take up to 40 counters. At times, the teachers skilfully question the children in a way that challenges them to think and moves the learning on at a good pace. However, the whole class sessions are not always well designed to extend the skills of higher attaining children. The children enjoy the number games which are sometimes used to conclude lessons, but where these involve only low numbers they do not extend the learning of the higher attainers. The planning does not sufficiently show how a wide range of activities might provide a balance of work across all aspects of mathematics.

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

60. The children make satisfactory progress towards achieving some of the early learning goals identified for this area of the curriculum. They create imaginary environments, which help them build a vocabulary, which they can apply to the world around them. They use simple tools to cut paper and fabrics and begin to recognise that materials can be joined in different ways. They can use block and card to construct habitats for animals, garages, and other buildings. The pupils have some knowledge of their locality, but this is not well developed. The children have access to a programmable toy that helps them to develop the concept of direction.
61. The planning for this area is not wholly satisfactory, as some of the activities do not challenge the children sufficiently. For example, their experience of joining and finishing techniques is narrower than the range that would lead to good progress in developing this skill. The variety of construction equipment available is limited. This restricts the choice of materials, which the children may use for a variety of design purposes. Opportunities for using technology across all the areas of learning are still under-developed. **This a key issue for action.**

### **Physical development**

62. When they join the school, many children have well-developed co-ordination and movement skills. They make satisfactory progress through manipulating pencils, crayons and felt pens, brushes for painting and scissors for cutting activities. They also learn to control their body movement through dance and other activities that take place in the hall. They clearly enjoy moving to music and are generally aware of the importance of not bumping into each other. Their progress, however is restricted because the accommodation does not easily allow the children to move freely and safely from indoor to outdoor areas in the normal course of their activities. The school is aware of this weakness and is considering how to address it.

### **Creative development**

63. The children enjoy creative activities such as painting, music, and role-play. However, the staffing arrangements do not always guarantee that the children's creative ideas can be sufficiently extended through well-timed discussion with adults. When this support is available, the children produce lively and imaginative work. In music, their attainment often exceeds the early learning goals in the area of singing. The children sing well in tune and have a good awareness of audience. This is because the teacher's knowledge of this part of the curriculum is good, enabling her to select material, which matches the stage the children have reached.
64. Suitable resources for artwork are not sufficiently prominent. The range of art and artefacts on display is limited, thereby, restricting the opportunities for the teachers to stimulate an awareness of artistic forms and styles. There are limited resources in the classrooms for the youngest children to become aware of the rich variety of cultures represented in art.

### **ENGLISH**

65. Standards in English are steadily improving. In the 2000 National Curriculum tests, standards in reading were average in regard to the national figures and when compared with schools of similar type. Standards in writing were a little below both the national average and the results for similar schools. The proportion of pupils reaching the higher Level 3 matched the national picture. Overall, the trend over three years is one of improvement. The results for girls fell a little below those for boys, but not to a significant degree.
66. This improving picture is the result of the teachers' much more confident planning in line with the guidelines for the implementation of the National Literacy Strategy. It is also a tribute to the teachers' commitment to raising standards, especially those in writing. The rate of improvement since the previous inspection is satisfactory. The pupils with special educational needs are making good progress as the result of well-organised and focused support to develop their literacy skills. The school has a good policy towards inclusion, and makes every effort to enable all the children to use books and to write independently.
67. The majority of pupils have appropriate speaking skills, and good listening skills. A few are very articulate and can sequence several sentences logically when, for example, reporting on their weekend activities or discussing books they have read. A pupil in Year 2 could recall a particular author by saying, "He's my favourite. He amazes and amuses me!" They listen well to stories. Where the teachers have good story telling skills, the pupils listen intently. This was the case when a Year 1 class listened in utter silence to the story of Pirate Pete. Their expressions showed how the teacher's reading had enveloped them in the exciting events of this story.

68. By the age of seven, most of the pupils are competent readers. This is because the teaching of basic reading skills is now very thorough and because the partnership formed between home and school to support reading is very strong. The higher attainers are fluent and expressive readers, and state their preference for 'books with chapters'. The average readers are improving their skills by separating more difficult words into their component parts. The pupils are also developing an interest in non-fiction books. This is because their weekly borrowings allow for a fiction and non-fiction book, which are enjoyed by pupils.
69. The writing skills of pupils were a cause for concern at the previous inspection. They are now satisfactory because there is a more systematic approach, for example, to developing the pupils' spelling skills. The pupils are now able to write at appropriate length and increasingly can edit their work independently. The range of writing has improved over time and the pupils use it to support work in other subjects such as science, religious education, history, and geography. The pupils are developing a keener awareness of the quality of their expression and use words such as "normally", "eventually" to make their sentences longer and more interesting. The pupils' handwriting skills are also improving, but not fast enough. In their exercises, most pupils form and join their letters well. However, when they write for normal purposes, the standard is more inconsistent and somewhat mars the presentation of their work.
70. The quality of teaching seen during the inspection was always satisfactory and there was a proportion that was good. The overall positive approach to developing the pupils' literacy skills increases their confidence as writers and readers. The teachers have clear lesson objectives and ensure that the pupils understand what they need to learn. This was evidently successful, for example, when a teacher gave a very clear explanation about how to select three main events from a reading text and sequence them logically.
71. The teaching of the pupils with special educational needs is carefully structured according to their individual needs and takes account of the carefully stepped targets recorded in their individual education plans. Additional adult support enables these pupils to make good progress so that many reach average levels in reading and writing by the age of seven.
72. The co-ordinator has provided good leadership to improve the teaching and learning of literacy. The planning is now thorough and consistent across all classes. The school's literacy strategy is much more secure and is beginning to produce the results targeted by the school. The resources are satisfactory, but the range of available books is not extensive and the way they are displayed is not exciting.

## **MATHEMATICS**

73. The school has made satisfactory progress in addressing the issues raised in the last inspection report. The national numeracy strategy has been implemented in all classes and the associated scheme of work is being well used.
74. The results in the 2000 National Curriculum tests, at the end of Key Stage 1 were well below the national average and the average for similar schools. This showed no improvement over the previous years results, and the teacher assessments for 2000 reflected the test scores. However, there is strong evidence that the 2001 results will show a significant improvement. There was no significant difference between the performance of boys and girls overall. The inspection evidence indicates that the pupils' attainment at the end of Key Stage 1 will be in line with the national average.



75. All pupils make satisfactory progress, including those with special educational needs. This is achieved by carefully targeting these pupils and providing appropriate work in mathematics lessons.
76. By the end of the key stage, the pupils have a good grasp of numbers. They count readily in twos, fives and tens. They have a good understanding of numbers to a hundred. When faced with problems relating to addition and subtraction, they use a variety of strategies, including counting on and counting back. They can complete an equation with one of the numbers missing. They solve simple problems in their head using real life situations such as money and measurement. They can recognise odd and even numbers. They relate numbers to everyday life, including the use of money and the telling of time.
77. In other areas of the subject, the pupils identify two and three-dimensional shapes and describe their properties using the correct vocabulary. They estimate length and use simple measurements to confirm their estimates. They use bar charts and pictographs when collecting data, for example recording favourite fruits. The pupils use their mathematical knowledge well across the curriculum, and are able to discuss the work they are doing.
78. The pupils respond well, particularly when the teaching is good. They show growing confidence, are usually well behaved and concentrate on the task in hand. Relationships between the pupils are good, and they work well together during mathematics lessons. When sharing equipment they show an understanding of the needs of their partner.
79. The teaching is good overall, and is particularly strong in Year 1. Of the five lessons observed, one was very good, two were good and two were satisfactory. The lessons are well planned and fulfil the requirements of the national numeracy strategy. In each numeracy lesson, the work is matched to the pupils' different ability levels. The teachers make good use of their time during group work to assess what the pupils are doing and encourage them with positive comments. The learning objectives are clear and always made known to the pupils at the beginning and end of the lesson. The teachers show satisfactory knowledge and understanding of mathematics. However inconsistent use is made of the oral work and mental calculation part of the lesson. The pupils are not always encouraged to take part in quick recall, aimed to sharpen their skills. In the good lessons, teachers have high expectations of what pupils can achieve. This is well linked with previous work and the pace of the lesson is such that pupils make good gains in their learning. A feature of all mathematics teaching is the good use made of support staff and parent helpers. They know what is expected of them and they are well used to support different groups.
80. The subject is well led and managed by the co-ordinator, and the numeracy governor is becoming increasingly involved. The co-ordinator has analysed performance data and identified areas for further development. These include the teaching of the use of measuring and time. The increased emphasis on numeracy, since the introduction of the numeracy hour in September 1999 is now beginning to have a positive effect on the standards being achieved by the pupils. The monitoring of teaching by the co-ordinator has been useful in identifying areas for development.

## **SCIENCE**

81. In the latest teachers' assessments in 2000, nearly three quarters of the pupils reached the expected standard by the time they left the school, but none reached the higher Level 3. This is well below the national average and well below the standard attained by similar schools.

The pupils' investigative abilities and knowledge of materials assessed by teachers were quite low when compared to all schools. The inspection evidence indicates that pupils' investigative skills are a weaker area, but also indicates that pupils meet the national standards expected overall. The improvement since the last inspection is more evident in the pupils' day-to-day work than their results in the national assessments. However, the rising trend in attainment is gathering pace as the subject is reviewed this term and further improvements are implemented.

82. By the time pupils are seven, they reach standards that are typical of their age and they reach national expectations in nearly all areas. There is evidence that higher standards are attained in some areas of work, such as their knowledge of materials, and life processes. The pupils undertake appropriate experiments, but opportunities are sometimes missed to extend these. In Year 1, the pupils correctly identify different sounds made by a variety of different instruments and objects. They can tell the difference between high and low sounds and realise that certain types of sounds can be grouped together. In Year 2, the pupils correctly identify similarities and differences between people, using pictures of themselves to highlight these. They notice that these can be grouped according to hair or eye colour or other physical features.
83. Past work indicates that the standards attained by the pupils are secure in nearly all areas and over the year the work improves in quantity and quality. For example, the pupils improve the layout of their work and record their results with increasing accuracy. They know which materials are magnetic, and how some substances can change, such as water, eggs and chocolate. Other work, such as investigations of the life cycles of animals and plants, shows that the pupils have sound understanding of these concepts. This past work also shows that although pupils make good gains in their knowledge, they have little or no opportunity to devise and conduct their own investigations. Overall, the pupils learn appropriately and make sound gains in their knowledge concerning nearly all of the attainment targets. The pupils with special educational needs make good gains in their learning overall.
84. The quality of the teaching is sound overall and this accounts for the pupils' making sound progress. The teachers plan their lessons appropriately by applying good subject knowledge. They use clear explanations and questions to ensure that the pupils understand and think about what they are doing. In Year 2, the pupils made good gains in their knowledge of the physical differences between the various members of the class, but some opportunities to extend the investigation were missed. In a Year 1 lesson, good teaching about sounds extended the pupils fully in their thinking, and the teacher was skilful in allowing them more independence in their learning.
85. Pupils throughout the school enjoy their work and have a positive attitude to science. This was the picture in all the lessons seen. The pupils listen particularly well during introductions and often ask sensible questions to aid their understanding. They like to know what they are trying to learn, which then adds to their enthusiasm. The oldest pupils have good standards of presentation generally, and the pupils are willing learners who enjoy the subject. The recent introduction of "science circle" discussion time is a useful initiative that is enjoyed by the pupils. Some lessons are overlong which causes some pupils to lose interest, and the activity to be extended artificially.

86. Enough time is allowed at the end of lessons for teachers to evaluate the pupils' understanding in order to plan what they do next. There are regular assessments of the pupils' attainment and progress to determine which areas they need to concentrate on. However, it is not clear how the information from the assessment tasks is used in the planning of subsequent work. The co-ordinator is part time, but she has good subject knowledge and monitors the teachers' planning well. The subject is managed appropriately, but the support available from outside sources is underused. Consequently, the subject has not developed at the same pace as others.

## **ART AND DESIGN**

87. During the last inspection, insufficient evidence was gathered to make a judgement about the teaching and the standards of the pupils' work. The latest inspection shows that by the age of seven, the pupils are achieving standards, which are in line with the requirements of the national curriculum.
88. The pupils have a good awareness of shape and colour. Pictures of fruit in Year 1, using chalk on black paper, show that pupils make careful observations and draw with confidence. They discuss their work thoughtfully, and are able to express an opinion about their likes and dislikes. Year 2 pupils looked at the multi-media pictures in the hall on the theme of skeletons. They can describe how they completed them and what they liked about the painting undertaken by the other Year 2 class. The pupils enjoy art and are developing their own ideas from looking at the work of great artists. For example, they talk about Van Gogh and have had the opportunity to look at the work of various artists, as part of a topic on portraits.
89. The displays of work show that they use a range of materials in their art lessons. For instance, in their three-dimensional work, they have used clay to make models of heads. In a topic on printing, they used leaves to design and produce various patterns.
90. The evidence taken from the two lessons observed during the inspection and the examples of the pupils' completed work on display, indicate that the teaching is good overall. The lessons are well planned and have clear objectives that are shared with the pupils. The teachers' knowledge of the subject is good. The co-ordinator has a background in the subject and uses her own work well to illustrate techniques and pose questions. Art and design activities are also linked to other curriculum areas. For example, science and art came together in the making of a three-dimensional model of an insect. All the teaching emphasises the need for the pupils to observe carefully and to explore their own ideas. During art lessons, the pupils collaborate well and show good levels of concentration.
91. The co-ordinator is enthusiastic and runs a well-attended art club for Year 2 pupils. She is aware that there is a need to develop the pupils' knowledge and understanding of art from other cultures. There is also a need to extend the range of resources, such as prints and reference books to illustrate the work of famous artists.

## **DESIGN AND TECHNOLOGY**

92. Only two lessons were seen during the inspection, but discussions with pupils and examples of their past work were taken into account when reaching a judgement. At the last inspection, no judgements were made about the pupils' attainment in this subject. The present inspection evidence indicates that the standards attained by pupils are in line with those expected nationally.
93. In Year 1, the pupils make good attempts to produce paper aeroplanes using a basic design, and can make up their own variations. They are well conceived and constructed and pupils can describe their important features. The pupils also test their designs well and try to alter them so they can fly better. Older pupils in Year 2 design simple mobiles and many use a variety of colours to make pleasing designs. Past work indicates that the pupils design and make model birds from cylinders and paper, kites, 'fantastic faces' and cards with pop up working beaks. They reflect a suitable range of the pupils making, joining, and designing

techniques. At this stage, the pupils learning is generally good, particularly where they make their own decisions about the design of whatever they are making.

94. Overall, the pupils' learning is sound and builds upon the secure progress evident from past work in the younger age classes. Good teaching was seen in Year 1 where the pupils made their paper aircraft. The teacher had particularly high expectations of the way the pupils thought about their designs and offered constructive advice. The conclusion of the lesson was also used very well to review what the pupils had learnt. Those with special educational needs also make good progress through the key stage and are supported well.
95. The co-ordination of the subject is sound overall, although the co-ordinator is also responsible for another subject. A teaching policy and a scheme of work with appropriate guidance for the teachers is in place. It gives clear guidance for the subject, but it is being reviewed. The pupils' achievements are noted appropriately and used to identify weak areas. The available resources are sufficient for the needs of the school and are used well. The subject meets the requirements of the National curriculum.

## **GEOGRAPHY**

96. In the last report, the standards of achievement were found to be in line with national expectations. Evidence from the lessons observed during the present inspection, the work in the pupils' books, the teachers' planning and discussion with pupils all indicate that the majority of pupils reach the expected standard.
97. The pupils in Year 2 are beginning to understand and use maps of Britain, Europe and the world. They are able to find countries they have either visited or with which they have a family connection. They can talk about distinctive features of the local area and express likes and dislikes about their own environment. They are developing a geographical vocabulary, such as hills, valleys and rivers, which is helping them to understand their own environment. The pupils with special educational needs make sound gains in their learning overall.
98. The teaching is good overall. The teachers make good use of pupils' own knowledge. For example, in developing the theme of "Places in the wider world", Year 1 pupils had been asked to find out at home about a place special to their family. Their reports back included a detailed description of the Czech Republic and a contribution on America from a pupil with severe learning difficulties. The follow-up work in this lesson provided the pupils with a wide range of resources to investigate a country. The teachers use the local environment well in developing the pupils' knowledge and understanding of geography. Routes to school are drawn and recent developments in the school grounds have involved pupils in the development of plans for improvement. The co-ordination and resources in the subject are being temporarily overseen by the headteacher and are satisfactorily managed.

## **HISTORY**

99. During the last inspection insufficient evidence was gathered to make judgements about the quality of the teaching and the standards of the pupils' work. Only one history lesson was observed during this inspection. However, the work in the pupils' books, the impressive historical displays, and discussion with teachers and the pupils were all taken into account. They indicate that by the time they leave the school the pupils achieve standards in line with the national expectation.

100. By the age of seven, the pupils develop their knowledge and understanding of the lives of people in the past. They use their own experiences, and those within their family, to gain a feeling for the past, and can use and understand a timeline that illustrates the history of flight. Within this topic they understand the difference between fact and legend; for example they know that it is true that the Wright Brothers made the first powered flight and that the flight of Icarus is a legend. They are able to use evidence to relate the present day to the past. A display of implements used for washing clothes led to a good discussion on the part they played in the lives of people in the past and how this differs from the use of modern appliances. The pupils with special educational needs, and pupils with English as an additional language make sound progress in their learning overall.
101. Only one lesson was observed, but the range of other evidence available indicates that the teaching of history is satisfactory. The teachers' planning to cover the requirements of the National Curriculum is good. A feature of the history displays is the way that the teachers had taken to encourage the pupils to "look for the evidence". The local area is used well by the school. Visits to a disused railway line provide good opportunities to explore how the environment changes over time. History is combined into units of two or three weeks. Some topics can be studied well in this time, but in others, like the history of flight, are difficult to cover sufficiently.

## INFORMATION AND COMMUNICATION TECHNOLOGY

102. The standards that the pupils attain by the time they are seven are below the national expectation. At the last inspection, the standards of attainment were judged to be in line with national expectations. This decline is very largely due to a change in use of computers, and the school concentrating on other priorities such as English and mathematics. A new computer suite is due to open this term and the use of the ageing equipment in the classrooms has declined. **This is a Key issue for action**
103. By the time pupils are seven they have a sound understanding of how computers are used in appliances, and in discussion can highlight the different use of items such as telephones. They know the main features of the computer such as the mouse, keyboard, and screen, and can load a CD-ROM. For instance, in Year 1, the pupils load and use a CD-ROM programme to explore different parts of the world. This clearly demonstrated their ability to use keyboard, mouse and different functions of the programme. In this aspect, the pupils reached the expected standards, but they were not as familiar with other features of the programme. An analysis of the pupils past work indicates that they have insufficient experience of using simple programs for art, publishing, and basic word-processing.
104. Little direct teaching was observed, but clear explanations of the basic functions of computers were seen in a Year 1 lesson. The teachers and parent helpers supervise activities well, but there is little evidence of pupils developing skills that are more advanced. Few instances were seen where pupils used computer skills across the curriculum and this aspect is not well developed or monitored. **This is a key issue for action.**
105. The pupils enjoy their activities, and concentrate hard when listening to their teachers' guidance and instructions. They behave well when they are out of the classroom. Generally, their learning is slow, due to the limited time they spend using the equipment, but the new computer suite will be a significant improvement in resources. The pupils with special educational needs make sound progress overall.

106. The headteacher is temporarily the co-ordinator for the subject. She is directing most of her effort towards the completion of the computer suite and in organising the training of the staff. There is a suitable scheme of work and the policy is clear, but guidance in using the suite has not yet been developed. The level of resources in the suite is very good, and should enhance the pupils' experience and skills significantly. The planning and resources are good generally and the subject meets the requirements of the national curriculum. **This is a key issue for action.**

## MUSIC

107. Standards have been maintained since the previous inspection where they were in line with the national expectation. In singing, the pupils' attainment is a little higher than that seen nationally. This is because the enjoyment of singing fostered during the Foundation Stage continues throughout the pupils' time in school. The pupils sing in tune and with considerable enthusiasm and expression. By the time they reach the age of seven, they recognise a range of rhythms and can produce a physical response by clapping or stamping. They can talk about sounds they hear and say how they capture the mood of a variety of music. The pupils are encouraged to listen carefully to music. This was the case before and after assembly where a range of music was played including some from different cultures.
108. One lesson only was observed in Key Stage 1 during the inspection, but the pupils sang at each daily assembly. The specialist co-ordinator teaches music in the Foundation Stage. She supports other class teachers in their use of a published scheme and leads whole school singing practices. The singing in classes and in larger groups is well taught because constructive comments are made which improve performance. No work with instruments was observed during the inspection, but this aspect was reflected in the planning. Some pupils also benefit from recorder playing and peripatetic violin lessons. The pupils have access to a good variety of instruments. The range of concerts and performances has been well supported by parents.

## PHYSICAL EDUCATION

109. Only one lesson was observed during the inspection, and only indoor activities were planned. In this lesson in Year 1, the standard reached by pupils was broadly in line with those expected nationally. There is insufficient evidence to make an overall judgement about standards as no dance or gymnastics activities were observed. The last inspection found that standards were in line with those expected nationally.
110. The pupils in Year 1 demonstrate different skills in throwing, aiming, bouncing and catching a ball. They are usually accurate and they can work out different ways of increasing the distance of their throw. Others are good at inventing different games they can play.
111. In the lesson observed, the pupils' attitudes to their work were good. They are keen to participate and listen carefully to instructions. Their learning is developed through good involvement in various activities, and most of them try hard to improve their skills. At the start and end of the lesson, they walk quietly to and from the hall. They wear appropriate clothing and carry equipment safely. Those who have special educational needs make good gains in their learning.
112. The teaching was good in the lesson observed. The teacher had good subject knowledge, and suggested different ways in which the pupils could improve their performance. The lesson

started with a fun warm up and the pupils were reminded about the importance of exercise on the body.

113. The curriculum is broad, balanced and meets the requirements of the National Curriculum. It covers gymnastics, dance and games. The subject is being temporarily co-ordinated and is satisfactory overall. A scheme of work is currently being developed and this enables the teachers to plan for lessons. The school benefits from having a large hall that enhances the provision for the pupils, and the resources are generally good for an appropriate range of activities.

## **RELIGIOUS EDUCATION**

114. Two lessons of religious education were observed during the inspection. Further evidence was gained by talking to the staff and the pupils. The teachers' planning and the pupils' previous work were also scrutinised.
115. No judgement about standards was made at the previous inspection, but from the evidence now available, attainment is in line with that indicated in the locally agreed syllabus. This is the result of better planning to ensure comprehensive coverage of the syllabus. Appropriate time is now allocated to the teaching of religious education in recognition of the fact that it is a core subject of the National Curriculum.
116. The pupils clearly enjoy hearing stories from the Bible and have satisfactory recall of some, such as "The Prodigal Son" and "Jonah and the Whale". The level of interest shown is reflected in the freshness with which the pupils talk about their past work. A pupil in Year 1, for example, when asked about the significance of Easter replied, "It shows that Jesus isn't dead" and "It tells us about new life". This provoked agreement from the other members of the class who then added their own details. This level of response is good evidence of the quality of questioning by the teachers and the well-developed listening skills of the class. The younger pupils have been intrigued by what they have learned about festivals such as Christmas, Diwali, and Chanukah. They have also learned to recognise that certain places are special to individuals of other beliefs. This was made more real when the pupils created their own sanctuary in a cloakroom. Some of their work is recorded in carefully crafted drawings accompanied by lively captions. The current focus on how people are special is raising the pupils' awareness of the way Jesus used parables to illustrate Christian values, and ways of behaving towards others.
117. The teachers are now giving appropriate attention to developing a wider range of activities to ensure that the topics are accessible to all the pupils. What the children learn and the concepts conveyed are in line with the locally agreed syllabus. A variety of resources are being used. For example, a line drawing was used effectively in a Year 2 class to show the special nature of prayer and to develop the pupils' understanding of how people speak to God.
118. The teaching is good when the activities engage the pupils' interest and promote their understanding. The pupils sustain concentration well when the lessons are well planned to allow for a variety of activities supported by good quality resources such as artefacts and videos. Relationships in the classrooms also have a powerful effect on the way the pupils respond to the feelings and beliefs of others. A few of the older pupils have yet to learn how to listen consistently well and to be reflective when talking about and recording their work. The teachers are beginning to identify ways of assessing the pupils' progress. This is often reflected in the well-written reports, which are provided for parents.



119. There is a temporary co-ordinator for this subject. Her good knowledge of the syllabus and ways of developing activities are having a positive effect on raising its profile.