

# INSPECTION REPORT

## **LEAVESDEN GREEN JMI SCHOOL**

Leavesden

LEA area: Hertfordshire

Unique reference number: 117324

Headteacher: Mrs Jean Pocock

Reporting inspector: Mr Martin Beale  
19385

Date of inspection: 5<sup>th</sup> to 9<sup>th</sup> June 2000

Inspection number: 220328

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: High Road  
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Hertfordshire

Postcode: WD2 7AU

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Appropriate authority: The Governing Body

Name of chair of governors: Mr David Moore

Date of previous inspection: 10<sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Martin Beale	Registered inspector	Mathematics; physical education	The school's results and achievements; teaching; management
Candy Kalms	Lay inspector		Pupils' attitudes, values and personal development; the school's care for its pupils; partnership with parents
Anne Holland	Team inspector	Art; geography; music	Under fives
Clive Parsons	Team inspector	Science; information technology; design and technology	curricular and other opportunities offered to pupils
Sibani Raychaudhuri	Team inspector	English; history; religious education	Equal opportunities; English as an additional language

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Leavesden JMI is an average sized primary school for boys and girls aged 4 to 11, with an attached Nursery. There are 210 pupils in the main part of the school. The school is under-subscribed, although the number of pupils has increased in the last two years. 20 children attend in part-time places in the Nursery. About 15% of the pupils are from minority ethnic backgrounds and 16 have English as an additional language, although none is at the early stages of language acquisition. Over 40% of the pupils have special educational needs, a very high figure, and two pupils have statements of special educational needs. The number of pupils eligible for free school meals is similar to the national average. Attainment on entry is well below average.

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

The school is providing a satisfactory education for its pupils in spite of some recent difficulties over staffing at Key Stage 2. The headteacher is leading the school well in the drive to raise standards and the quality of teaching. Standards are well below average but are improving at the lower end of the school, as the very good start that the children receive in the Early Years Unit is built upon at Key Stage 1. Improvements have been made but some weaknesses remain at Key Stage 2. The school provides satisfactory value for money.

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

- The teaching at Key Stage 1 is good and pupils learn new skills with confidence.
- The leadership of the headteacher and the governors is sharply focused on the need to raise standards.
- There is much high quality teaching in the Early Years Unit, which gives the children under five a very good start to their learning.
- The good provision for the pupils' personal development is having a beneficial effect on the attitudes and behaviour of most pupils.
- The monitoring and evaluation of teaching and standards are bringing about improvements in the school.

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

- Standards overall, and the pupils' writing in particular, need to be raised.
- There is much unsatisfactory teaching at Key Stage 2.
- Learning through investigative and experimental science is not sufficiently developed at Key Stage 2.
- Greater consistency needs to be achieved in the quality and use of individual education plans for pupils with special educational needs.
- The co-ordination of some subjects needs to be improved.

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

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

The school has made satisfactory progress in dealing with the key issues from the last inspection in 1997, when there were judged to be serious weaknesses in the quality of education provided. This is not the case now, but there are some weaknesses at Key Stage 2 that need urgent attention. Results of National Curriculum tests are similar to those at the last inspection, although standards are improving in the work seen at Key Stage 1. Teaching has improved but has not yet had time to make a significant impact throughout the school. Satisfactory progress has been made in developing the provision for pupils with special educational needs. National Curriculum requirements are being met in all subjects and the teachers' planning is supported by schemes of work and improved assessment procedures. All statutory requirements are being met. There is now satisfactory provision for the pupils' spiritual development.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	E	D
mathematics	C	B	D	C
science	C	A	C	B

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

National Curriculum test results were better in 1999 at Key Stage 2 than at Key Stage 1. Results at the end of Key Stage 1 have been consistently well below the national average. Results were also well below average in 1999 when compared with similar schools. Results are below those at the last inspection and have declined steadily since 1996. Boys achieved better results than girls in 1999, the reverse of the national picture. Results at Key Stage 2 in English, mathematics and science improved substantially from 1996 to 1998 but declined in 1999; however, the upward trend in the overall results over this period has been better than the national average. There were considerable variations between the results in English, mathematics and science in 1999. Results in science were the best while those in English were the weakest, because there was a greater proportion of lower attainment and fewer pupils achieved above average results in English compared with mathematics and science. The school's targets for English and mathematics at Key Stage 2 were exceeded.

The children are achieving well in the Early Years and although their attainment on entry is well below average, most are making good progress. Pupils are achieving well at Key Stage 1 and although standards are well below average, there are signs of improvement. Standards and progress are inconsistent at Key Stage 2 partly because of recent unsettling staff changes and the effect of pupil mobility on overall attainment in each class; however, overall attainment is well below average. Standards of both literacy and numeracy are well below average overall although the literacy hour and the daily mathematics lesson are having an impact on pupil progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have good attitudes to their work, particularly in the Early Years and at Key Stage 1. A minority of pupils, largely in Years 5 and 6, have poor attitudes to their work.
Behaviour, in and out of classrooms	Most pupils behave well in lessons and around the school; however, some older pupils lack self-discipline and can be disrespectful to their teachers.
Personal development and relationships	Relationships are generally satisfactory. Collaborative group work is a successful feature of learning in some classes throughout the school.
Attendance	Attendance is broadly in line with the national average, although unauthorised absences are above average. Several pupils regularly arrive late to school.

Pupils are enthusiastic about their involvement in the school council and appreciate the role that they play in decision-making. Measures are in place to promote good behaviour. The school works hard to meet a wide range of behavioural difficulties, but frequent staff changes have led to some inconsistencies in practice. Procedures for monitoring and improving attendance are not sufficiently rigorous.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Unsatisfactory

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

Teaching is satisfactory or better in over 90% of lessons and very good or excellent in 12%. There is more of the better teaching in the Early Years and at Key Stage 1, and in both areas the teaching is always at least satisfactory. The appointment of entirely new staff in Reception and at Key Stage 1, working well together and also with the Nursery staff, has transformed Key Stage 1. All of the 9% of teaching that is less than satisfactory occurred at Key Stage 2, although half of this was in classes being taken by temporary teachers. Lessons are well planned with clear objectives and tasks that are pitched at different levels. This enables pupils to consolidate their understanding and learn new skills that build on well from what has gone before. Most teachers have created a calm working atmosphere in which the pupils can learn with confidence; however, weaknesses in controlling some classes at Key Stage 2 result in a slow pace to lessons. Some work is undemanding and does not move pupils on fast enough. Homework is not being used effectively to support learning in all classes. The taking home of reading books, particularly at Key Stage 2, is inconsistent. There are some good examples of effective marking supporting pupils' learning; however, marking is not used effectively to support improvement in pupils' work. Numeracy teaching is satisfactory overall. The daily mathematics lesson has been successfully implemented. Literacy teaching is satisfactory overall with good planning for each section of the literacy hour. Improvements have been made in the teaching of phonics. Pupils with special educational needs usually make good progress and learn well when additional support is present; however, there are inconsistencies in the use made of individual education plans.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant; however, there are some weaknesses at Key Stage 2 where insufficient attention is given to extended writing and to investigative work in science.
Provision for pupils with special educational needs	The school tries to ensure that pupils with special educational needs are fully included in classroom activities rather than by withdrawing them. Some individual education plans lack sufficient focus to be fully effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' personal development is good. Many opportunities are provided to develop the pupils' moral and social awareness.
How well the school cares for its pupils	Care is taken to promote the health, safety and well-being of the pupils. Satisfactory child protection arrangements are in place.

The curriculum meets statutory requirements and an appropriate emphasis is placed on the development of language and number skills. Good assessment practices are now in place in the Early Years and at Key Stage 1, resulting in improved standards. Satisfactory links have been developed with parents, although the few initiatives to encourage parents to work more closely with the school have shown only limited success.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and gives the school a clear direction in difficult circumstances. She is ably supported in this by senior staff who work well together as a team.
How well the governors fulfil their responsibilities	Governors have a good understanding of their role and they are providing effective support in the school's drive to raise standards.
The school's evaluation of its performance	The systematic monitoring of teaching and planning is having a beneficial impact on raising standards.
The strategic use of resources	Good use is made of the school's resources. The need for a further class at Key Stage 2 will reduce the relatively high budget surplus.

There has been a considerable turnover of staff in the last two years. During the inspection three temporary staff were teaching Key Stage 2 classes. This has reduced the effectiveness of the management of some foundation subjects and special educational needs. The accommodation is very spacious for the number of pupils. Resources are satisfactory overall and have been greatly enhanced by the recently purchased suite of computers. Development planning is used well to meet the school's aim of raising standards. The school seeks value for money when purchasing goods and services, applying the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents feel that their children are expected to work hard and to give of their best.</li> <li>Their children like coming to school.</li> <li>They find the school and staff to be approachable.</li> <li>They value the way in which the school celebrates the achievements of their children.</li> </ul>	<ul style="list-style-type: none"> <li>Parents are unhappy with the behaviour of a minority of pupils in Key Stage 2 and that the children are not helped to become more responsible.</li> <li>Several parents do not feel that the school works closely with them or keeps them informed about how well their children are doing.</li> <li>Many parents feel that the school does not provide sufficient extra-curricular activities.</li> <li>Some parents feel that the school is not well managed and that the teaching in some classes is unsatisfactory.</li> <li>Some parents are unhappy with homework set at Key Stage 2.</li> </ul>

While some parents are happy with the school and the education that it provides, a significant proportion who responded to the questionnaire expressed concerns about several important areas. The inspection team supports the parents' positive views of the school, but not all of the areas that were felt to need improvement. The behaviour of a minority of pupils at Key Stage 2 was judged to be unsatisfactory as was some teaching. The information provided for parents is satisfactory, as is the range of extra-curricular activities. The leadership and management is good. Homework set in the Early Years and at Key Stage 1 is at least satisfactory and often good, but this area needs to be improved at Key Stage 2.

## **PART B: COMMENTARY**

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

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

1. Standard Assessment Task (SAT) results at the end of Key Stage 1 in reading, writing and mathematics have been consistently well below the national average for the last three years. Results in all three subjects were well below average in 1999 when compared with similar schools (those with a similar proportion of pupils eligible for free school meals). In all three areas results are below those at the last inspection and have declined steadily since 1996. The school was more successful in getting pupils to the expected Level 2 in mathematics in 1999 than in reading and writing; however, in all subjects very few pupils reach the higher grades within Level 2 or Level 3. With the exception of the reading and writing tests in 1998, boys have consistently achieved better results than girls, which is the reverse of the national picture. The teacher assessments in science at the end of Key Stage 1 in 1999 were well below the national average, and they were also well below average in comparison with similar schools.
2. The overall SAT results at the end of Key Stage 2 in 1999 were below average and in line with those in similar schools. Results in all three core subjects improved substantially from 1996 to 1998 but declined in 1999; however, the upward trend in the school's results has been better than the national average since 1996. There were considerable variations between the results in English, mathematics and science in 1999. Those in science were the best (as they also were in 1998) being close to the national average and above average when compared with similar schools. Results in mathematics were below the national average and in line with those in similar schools. English results were the weakest in 1999. They were well below the national average and below average in comparison with similar schools. Although the proportion of pupils achieving at least Level 4 in English exceeded the school's target and was only 5% below the national average, there was a greater proportion of very low attainment compared with mathematics and science. Higher-attaining pupils also did not do as well in English as in the other two core subjects. There have been some differences in attainment by gender at Key Stage 2. Boys have achieved consistently better results than girls in science – the difference being greater than nationally, whereas girls have done better than boys in both English and mathematics in the last two years.
3. As the school is under-subscribed, pupils tend to enter from other schools, particularly towards the end of Key Stage 2. These are often pupils who have been unsuccessful elsewhere for one reason or another, and many are low attaining or pupils with special educational needs. This is having a significant impact on attainment at Key Stage 2 and also does not enable valid comparisons to be made with the pupils' performance at Key Stage 1 to evaluate any progress made.
4. The Early Years Unit has been operating in its present form for two years. The provision for the children under five and the quality of the teaching is helping them to make good progress. The attainment of most children on entry to the unit is well below average; however, by the age of five most children are now achieving standards expected for their age in all areas of their learning, with the exception of their language skills. Children are achieving well in the Early Years Unit and are prepared well for their study of the National Curriculum.

5. This good start is now being built on well at Key Stage 1, where the high quality of much of the teaching is enabling the pupils to make good progress. Although standards are well below average in Year 2, the pupils' work seen in Year 1 shows that standards are rising. There have been some recent staff changes at Key Stage 2, which have had an unsettling effect on the school, and have slowed the overall rate at which pupils make progress. Standards are lower at Key Stage 2 than the results achieved in recent National Curriculum tests would indicate. Pupil mobility, which has increased the proportion of pupils with special educational needs, and the loss of some of the more able pupils during Key Stage 2 has resulted in lower standards in Year 6. Although the school has acted to reduce the impact of staffing problems in Year 3 and Year 6, the pupils' progress has been adversely affected and they are not doing as well as they should. Progress in the other two Key Stage 2 classes is satisfactory.
6. There has been improvement in reading since the previous inspection, which reported that the pupils' ability to read was hampered by a lack of phonic skills and knowledge of letter blends. The provision for the teaching of phonics has improved at Key Stage 1, and the systematic approach to the teaching of handwriting has resulted in the development of joined-up writing for many pupils. Good progress is made in reading at Key Stage 1. Satisfactory progress is made in writing at Key Stage 1, but progress is unsatisfactory at Key Stage 2. Writing is an area of weakness, which the school has correctly identified as an area for improvement. The teaching of writing is unsatisfactory and the school policy does not include a statement about drafting. The pupils at Key Stage 2 have not developed drafting skills to improve their writing. The support for the development of literacy is also a weakness. Pupils are not taught subject-specific vocabulary and they tend to complete worksheets rather than record answers in their own way. Progress in speaking and listening is satisfactory at both key stages, although standards are below average. With the exception of the development of writing at Key Stage 2, pupils are making satisfactory progress in English, although standards remain well below average.
7. Standards of numeracy overall are well below average at both key stages. There is a small proportion of pupils in each class with good mental recall and accurate calculating skills, but many who lack confidence when handling numbers. The National Numeracy Strategy is having an impact on raising standards, particularly at Key Stage 1.
8. Pupils are making satisfactory progress in the development of information technology skills and the use of these skills to support learning. The recently opened computer suite is proving to be a valuable resource; however, older pupils have not had the opportunity to make satisfactory progress over time because of the previous limited access to computers. Attainment at Key Stage 1 is below expectations and is well below expectations at the end of Key Stage 2. Pupils in Key Stage 1 are working at higher levels in science than shown by the 1999 teacher assessments, with most working at the expected level and some above it; however, attainment at Key Stage 2 is below expectations, a decline since the most recent SAT results. Although the pupils' scientific knowledge is satisfactory, they have insufficient opportunity to develop and learn through their investigative and experimental skills at Key Stage 2, which do not develop satisfactorily. Attainment in religious education is in line with the expectations of the locally agreed syllabus at the end of Key Stage 1 but below expectations at Key Stage 2.

9. The few pupils with English as an additional language, none of whom are at the early stages of language acquisition, achieve in line with others in their class. The progress of pupils with special educational needs is also in line with that of their peers. They make good progress towards their targets at Key Stage 1 and satisfactory progress at Key Stage 2. A minority of older pupils with behavioural problems has not made the progress expected, even with the support of external agencies.

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

10. The attitudes and behaviour of the majority of pupils in the school are good. Most pupils come to school with positive attitudes to learning and want to do well; however, there is a small but significant number of pupils, particularly boys in Years 5 and 6, who have poor attitudes. This directly affects the quality of learning of the pupils themselves and of other pupils in these classes.
11. The majority of pupils at both key stages, but particularly pupils at Key Stage 1, are keen to do well and show an interest in their work. This has a beneficial effect on their learning. They are well motivated and attentive. They respond well when the work is interesting and the teaching is good. In most lessons pupils concentrate well and many are keen to answer questions and contribute ideas. Some pupils have unsatisfactory attitudes, particularly at Key Stage 2. In some lessons a few pupils are restless, inattentive and disruptive. For example, in a Year 6 geography lesson some pupils frequently interrupted the teacher and did not participate in the lesson. This disrupted the learning of others.
12. The majority of pupils behave well in lessons and around the school. Most pupils are clear about the standards of behaviour expected and respond well to school and class rules; however, there are some lessons in Years 5 and 6 where pupils are not well managed. This affects the flow of lessons and the progress of other pupils in the class and disrupts learning. Several parents expressed concerns about pupil behaviour in some Key Stage 2 classes. Although the number of fixed-term exclusions remains high compared with other primary schools, there are now no permanent exclusions. This is a significant improvement since the previous inspection.
13. Relationships between pupils and teachers are satisfactory despite several staff changes. In some classes relationships are good, and this contributes to pupils' motivation and learning. It has been more difficult for pupils to establish good relations with their class teacher in those classes where there have been frequent staff changes. On occasions, particularly at the end of Key Stage 2, pupils show a lack of respect, ignoring their teachers and each other. Relationships between pupils are mostly friendly and sociable, and pupils of different ethnic backgrounds get on well together. Pupils share equipment and resources sensibly when working together, such as when using computers. Pupils generally work well by themselves, and most pupils settle quickly to their activities.
14. The pupils' personal development is satisfactory. Year 6 pupils are conscientious in their role as monitors and in the daily routines in the school, returning lunchboxes and preparing and clearing the hall after assembly. Pupils are enthusiastic about their involvement with the school council and appreciate the role that they play in decision-making, such as the useful contributions that they have made to lunchtime menus.

15. Levels of attendance in the school are broadly in line with the national average. They are similar to those reported at the time of the previous inspection. Patterns of attendance are inconsistent and vary between classes. Unauthorised absences are above the national average. There is a lack of rigour in following them up. In addition the school records pupils who arrive late, after registers have closed, as unauthorised absence. Punctuality is unsatisfactory and continues to be a problem in the school. A number of pupils arrive late in the morning, some frequently, and some arrive long after the registers have closed.

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

16. Teaching is satisfactory or better in over 90% of lessons and very good or excellent in 12%. This represents a considerable improvement since the previous inspection. There is more of the better teaching in the Early Years and at Key Stage 1. In these classes the teaching is never less than satisfactory and is often good, very good or excellent. There have been some recent staffing difficulties at Key Stage 2, resulting in temporary teachers taking Years 3 and 6. The 9% of teaching that is less than satisfactory occurs all at Key Stage 2, and a significant proportion of this is in classes being taken by temporary teachers.
17. Teaching of the children under five in the Nursery and Reception is of a high standard. This supports the children's early learning effectively and prepares them well for their future study of the National Curriculum. Lessons are well planned, with carefully chosen activities, which enable the children to learn quickly and grow in confidence. An excellent physical education lesson for the children in the Nursery was carefully planned with clear links made to the children's mathematical development. No opportunities were lost to extend their skills and abilities. The lesson was carried out at a brisk pace, with the teacher and nursery nurse working well as a team to encourage the children to think about what they were doing. This enabled the children to explore the climbing apparatus with agility and confidence.
18. The teaching of literacy is good overall. The teachers plan each section of the literacy hour well. Teachers are competent in the teaching of phonics. A Year 1/2 literacy hour lesson was very well planned with an appropriate text chosen to support the lesson objectives. A good recap of previous work and good pupil tasks enabled the pupils to make good progress in their understanding of punctuation such as speech and exclamation marks. Two areas of weakness are that insufficient attention is given to both the development of pupils' writing across the curriculum and the teaching of some higher-order reading skills at Key Stage 2.
19. The teaching of numeracy is benefiting from the introduction of the daily mathematics lesson. This is providing a good structure to numeracy lessons. The teachers use interesting activities in the main class and to develop mental skills, as in a Year 4 lesson where the main focus of the lesson was on angle. The good, brisk start had several different activities that sharpened the pupils' recall of their times tables. The lesson objectives were shared with the pupils and a good variety of tasks were used, pitched at five different levels. These included the use of IT, an investigation and some practical tasks. This lesson provided a good challenge for the pupils in addition to helping them to consolidate their learning.
20. The Key Stage 1 teachers offer a range of interesting activities to engage pupils' interest and attention. Good progress is made in these classes and the pupils learn quickly and work hard, with considerable enthusiasm and enjoyment. Well-planned

lessons with clear objectives and tasks that are pitched at different levels enable pupils to consolidate their understanding and learn new skills that build on what has gone before. Well-targeted questioning retains the pupils' attention, helps them to think and aids their concentration. Open-ended questioning and the teacher's high expectations extended the pupils' thinking in a Year 1 literacy lesson. The teacher was very successful in getting the pupils to answer in detail. Good use of behaviour management strategies create a calm working atmosphere in which the pupils can learn with confidence, work collaboratively and apply a concerted effort to tasks that they are given. High expectations and good management of the class ensured that the pupils in a Reception drama lesson responded quickly to the teacher's requirements. The pupils were encouraged to take responsibility and to see the consequences of their actions. They worked with interest and enthusiasm in the tasks and games. Plenary sessions are used effectively to enable teachers to assess learning, to recap and to encourage pupils to reflect on the progress that they have made. This was seen to particularly good effect in Year 2 numeracy and literacy lessons. This helps the pupils to understand what they are doing and how they might improve.

21. The high proportion of less than satisfactory teaching at Key Stage 2 during the inspection was due in part to weaknesses in controlling some classes, which resulted in a slow pace to lessons. There was also insufficient challenge in some lessons, with work that was undemanding and which did not move pupils on fast enough. Some teaching was pedestrian and uninspiring and did not capture the pupils' attention sufficiently. A significant proportion of this was in classes taken by temporary teachers. Although learning was being adversely affected, evidence from an analysis of pupils' work for the year indicates that satisfactory progress has been made overall in both classes. Homework is not being used effectively to support learning in all classes. Taking reading books home, particularly at Key Stage 2, is inconsistent. There is inconsistent use of marking. Whilst some marking is thorough and there are some good examples of teachers providing written comments that aid the improvement of the pupils' work, these are not a feature in all classes.
22. Pupils with special educational needs make good progress and learn well in sessions when additional support is present; progress is satisfactory at other times. Some good use is made of learning support assistants to monitor the progress being made by pupils with special educational needs in individual lessons. This support is good for the children under five and those at Key Stage 1, where some good use is made of individual education plans (IEPs) to inform lesson planning. IEPs are not being used consistently by teachers, however, particularly at Key Stage 2, to plan the next stages of learning for all pupils with special educational needs. A specialist teacher provides curriculum support for pupils with English as an additional language in Years 1, 2, 3 and 4 once a week. The teacher works alongside the class teacher and the quality of this work is good.

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

23. The quality and range of learning opportunities are satisfactory overall. An Early Years Unit has been established since the last inspection and this is now a strength of the school. A stimulating and well-balanced curriculum is provided for the children under five, which prepares them well for their future study of the National Curriculum. There is a very good link between indoor and outdoor activities, and planning is securely focused upon the nationally recommended early learning goals.

24. The curriculum at Key Stage 1 is broad and balanced, with an appropriate emphasis on the development of the important skills of literacy and numeracy. There has been significant improvement in the teaching of phonics and this is helping many pupils, including those with special educational needs, to make good progress in developing reading skills and thereby having greater access to the curriculum. Information technology is increasingly well used to support learning. There is also a good focus on developing underpinning skills in other subjects, such as experimental and investigative work in science. The requirements of the National Curriculum and the locally agreed syllabus for religious education are met.
25. The Key Stage 2 curriculum is also broad and balanced and statutory requirements are again met; however, there are some weaknesses. Older pupils have had much less benefit from the provision for information technology, which has been significantly enhanced quite recently. More opportunities need to be provided for pupils to write at length. In science, for example, this would also enable the teachers to assess how well individual pupils had understood a particular aspect, rather than how well they had copied the group's ideas off the board. There also needs to be a significant change of emphasis in science to encourage the pupils to learn through their experimental and investigative work. The school has made insufficient progress in the development of this aspect of the curriculum at Key Stage 2 since the previous inspection.
26. The strategies for teaching literacy and numeracy are satisfactory throughout the school. Satisfactory progress has been made in carrying out the developments required in music, design and technology, information technology and art following the previous inspection. The guidance provided by the Qualifications and Curriculum Authority (QCA) is now used to ensure that there is a clear progression in the knowledge and skills to be developed in each subject as pupils move through the school.
27. Much care is taken to ensure that all pupils have equal access to the learning opportunities provided. Ethnic minority pupils, including those with English as an additional language, are well integrated into the life of the school. Sometimes work is targeted at a variety of different levels, and careful consideration is often given to which pupils work best together to achieve the intended learning. Care is taken to ensure that pupils with special educational needs are fully included in classroom activities, with withdrawal from lessons kept to the minimum to meet very specific needs. There are some good examples, particularly but not exclusively at Key Stage 1 and in the Early Years, of teachers using the Individual Education Plans (IEPs) for pupils with special educational needs to plan effectively for their learning. In some classes, however, these IEPs lack sufficient focus and sharpness to be fully effective and teachers place insufficient emphasis on using them to plan the curriculum. There has been satisfactory progress in developing the provision for pupils with special educational needs since the previous inspection and it is now satisfactory overall, although more needs to be done.
28. There is a satisfactory range of extra-curricular activities, including music and sport. The school has also undertaken visits to a local church, the Millennium Dome and the seaside. Visitors have included a local vicar and museum curator. There are many more opportunities possible, however, for the school to make use of the local environment and the expertise of the local community to enhance the curriculum and to provide exciting and memorable experiences for the pupils. The school has effective links with other institutions, including those to support pupils with special

educational needs and to ease their transfer to secondary school.

29. The provision for the pupils' personal development is good. Appropriate emphasis is placed upon health education, including sex education and drug misuse. There are many good opportunities for the pupils to develop their moral and social awareness. Circle time makes a good contribution to this development. Most teachers place much emphasis on the pupils developing an understanding of the rationale for rewards and punishments. They encourage the pupils to consider the impact of their actions on others and where these might be right or wrong. Attention is paid to developing the pupils' sense of community and consideration for others, through activities such as acting as monitors, as well as through assemblies and collaborative working in lessons. There has been good progress in developing the provision for the pupils' spiritual development, which is now satisfactory. Assemblies have a period for quiet reflection, as well as prayer. Teachers are now more aware of things that might inspire a spiritual response from pupils and are increasingly developing such opportunities. Early Years and Key Stage 1 teachers are particularly effective at seizing the moment to provide opportunities for awe and wonder to develop in their pupils. Although satisfactory, the school does need to develop more opportunities for cultural experiences, especially those of other cultures. Pupils learn about other religions and traditions in religious education; however, the curriculum, books and displays do not reflect the cultures that exist in contemporary British society.

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

30. The school provides a caring and safe environment where the headteacher and staff know the pupils well. There are satisfactory arrangements to ensure the health and safety of pupils. First aid procedures are in place, although the formal qualification of the first aider has just expired. Good procedures are in place to identify health and safety risks. Regular checks of the site and premises take place and are systematically recorded; all equipment is subject to annual checks. Child protection procedures are satisfactory and suitable systems are in place to deal with any situations that occur. Permanent staff are aware that the headteacher is the designated person and are clear about the procedures that they should follow. The headteacher has attended training and staff have had some recent training, although there is no regular pattern to this.
31. Procedures for monitoring and improving attendance are unsatisfactory. The school has recently introduced measures to monitor attendance but has not developed regular, systematic procedures to improve attendance or routinely follow up absences in order to reduce the high levels of unauthorised absence. Punctuality is not being sufficiently monitored and parents are not routinely notified when pupils are frequently late. The school's efforts to reduce the number of pupils taking holidays during term time have had a limited effect.
32. The school has good procedures for monitoring and promoting good behaviour. The school is working hard to meet the wide range of pupils' behavioural problems. The behaviour policy provides clear guidelines for staff on how to manage discipline; however, this has not been entirely successful for a small number of boys, particularly at Key Stage 2. Owing to recent staff changes, the procedures are not always being used consistently. Systems are in place for staff to record and monitor incidents of inappropriate behaviour, but again they are not being consistently used. Procedures are in place to deal with any incidents of harassment and bullying. Pupils reported that the headteacher deals quickly and effectively with any incidents that do occur.



33. Satisfactory procedures are in place to monitor and support the pupils' personal development and to keep track of any concerns. Circle time is used well to deal with issues as they arise. The pupils' achievements and their good work are valued and celebrated regularly. Parents spoke highly of this aspect of the school and the impact that it has on raising the pupils' self-esteem.
34. The school has dealt satisfactorily with the key issue relating to assessment identified in the last inspection. The school now has good procedures for assessing the pupils' attainment. Good assessment practices are firmly in place in the Early Years Unit and at Key Stage 1, and these are resulting in improved pupil achievements. A range of tests is used to determine attainment. These are consistently used to analyse pupil progress, inform lesson planning and to set individual targets for pupils. The school is aware that staff changes in Key Stage 2 have made it more difficult to sustain consistency, although assessment is developing with support from a recent policy and QCA documentation. Assessment is having a beneficial effect on pupil progress in classes where assessment is used to inform planning and closely linked to target setting.
35. There are some very good examples of teachers preparing well-focused individual education plans for pupils with special educational needs. These are then usually well used to plan lessons to meet the needs identified. This is not true of all teachers, however, and the standard of some IEPs and their subsequent use needs to be improved. The co-ordinator has also identified the need to monitor the progress of pupils more effectively to evaluate and demonstrate the progress that they make.

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

36. Whilst many parents are supportive of the school, there are some who express concerns about a number of important areas of its work. Many parents who returned the questionnaires and attended the pre-inspection meeting felt that their children like school, that the school expects children to do their best, and they felt comfortable in approaching the school with any worries or concerns. Others, however, raised concerns about amount and consistency of homework and the behaviour of a few pupils, and did not feel that the school worked closely with parents. Other areas of parental concern related to the range of activities outside lessons and the amount of information that they are given about their children's progress. Inspection evidence supports the majority of views expressed by parents.
37. The school has not established effective links with parents, and only a few are actively involved in their children's learning. The headteacher and staff are always available to discuss any concerns, although there are few initiatives to encourage parents to work more closely with the school to support their children's education. A few parents help in the Early Years Unit, but there are currently no regular parent helpers elsewhere in the school. Parents are appropriately involved in conferences and reviews for those pupils with special educational needs. A supportive Friends Association arranges social and fund-raising events, enabling the school to purchase additional resources. Reading books are taken home regularly at Key Stage 1, but only a few parents share reading with their children at home. Home-school diaries are a valuable link between school and home, but are not consistently used as a regular method of communication. A regular pattern of homework has not been established at Key Stage 2, to reinforce learning in lessons or fully prepare pupils for transfer to secondary school. There is no homework policy, which means that parents do not know exactly what homework pupils will receive each week.

38. The quality of information provided by the school is satisfactory. An informative prospectus contains some useful information on school routines. Parents receive general letters about school matters and diary dates, although there are no regular newsletters. Meetings have been held to explain the National Literacy Strategy and the new reading scheme but these were not well attended. Parents receive satisfactory information about pupils' progress through two formal consultation meetings and the optional meeting to discuss reports. Annual end-of-year reports are satisfactory. They provide comments on what pupils know, although there is little information on strengths and weaknesses or how they might improve their work.

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

39. The headteacher, staff and governors have moved the school forward since the last inspection, when there were judged to be serious weaknesses in the quality of the education provided. Although some weaknesses remain, particularly at Key Stage 2, the school has mostly identified them and put plans in place to deal with them. All aspects of the action plan following the last inspection, with the exception of those in science, have been tackled rigorously and show at least satisfactory improvement.
40. The headteacher has led and managed the school well through a difficult period, made harder by staffing changes (some at very short notice) and problems in recruiting replacements. She also suffered a prolonged illness, which limited the developments that could be made. Her commitment to raising standards, equality of opportunity and the development of strong teamwork is having a beneficial impact on progress, seen most clearly at Key Stage 1 and in the Early Years. Although all of the Key Stage 1 staff and the Reception teacher were new to the school at the start of the year, they work well together as a team, consistently implementing school policies and creating a stimulating environment for learning. Attainment is rising at the lower end of the school because of the good start that the pupils receive; however, this is not yet built upon consistently at Key Stage 2, the section of the school that now needs most attention.
41. The management of literacy, numeracy and IT has been effective in bringing about improvements. Because of difficulties over staffing, there have been changes to subject co-ordination, some of which are stop-gap measures. This has affected the progress made in some foundation subjects. The school development plan indicates how subject management responsibilities are to be organised from the start of the next academic year, with the role of the co-ordinator rightly an area for development. There have been changes of personnel with responsibility for co-ordinating special educational needs provision over the past few years. This has resulted in a lack of appropriate priorities during this time, but the headteacher and present co-ordinator are quickly rectifying the situation. Planning for the development of this aspect is now secure. With the support of good training, leadership in the Early Years is strong.
42. The Governing Body is effective in its work. Although small in number, it contains considerable expertise and experience, which it is using to the benefit of the school. It has a good understanding of its role, which it fulfils well. One area of weakness, which needs to be tackled, is that policy-making and policy review have not been systematic. Policies, which should frame the way in which the school is managed, do not have a date when they are to be reviewed and there is no clear indication of exactly who is responsible for evaluating the effective implementation of each policy. Consequently there was slippage in some areas during the headteacher's absence.

43. The systematic monitoring of teaching and planning has had an impact on raising standards. Lesson observations by the headteacher have focused recently on the pace of lessons and the way in which the behaviour management policy is implemented by staff. Feedback provided has been helpful, and where necessary clear targets for improvement have been given to some teachers. Staffing changes and the headteacher's absence from school have reduced the opportunities recently for the pattern of monitoring to continue.
44. Development planning is used well to meet the school's aims of raising standards. Although somewhat cumbersome in its present format, the plan is carefully costed and has measurable targets to evaluate its success. Priorities for action are clear and each subject area has an annual action plan. The three-year targets are for standards in the core subjects at least to meet national averages and that all pupils will become confident users of IT, in both cases through improvements in the quality of teaching. The priorities are right for the school's current stage of development.
45. Financial planning supports well the school's priorities for development. The finance committee of the Governing Body is fully involved in all financial matters. The school has been successful in exploiting sources of funding beyond its basic budget to finance major developments. Letting part of the surplus school accommodation to a privately-run nursery school also generates income. This has resulted in a comparatively high budget surplus in the last year, but there are plans for this to be reduced partly through the need for an extra Key Stage 2 class next year. A very impressive suite of new computers has been provided in a newly-furnished computer room, following extensive negotiations for the best possible financial arrangements and back-up service that could be obtained. This is already having an impact on the pupils' access to IT and the standards that they achieve. Financial control and the monitoring of spending are both secure. The Governing Body has taken care to ensure that it follows the principles of best value when purchasing goods and services.
46. There has been a considerable turnover in staff over the past two years, and because of the departure of the Year 6 teacher and the absence of the Year 3 teacher, emergency arrangements have had to be made at short notice. This has resulted in these two classes being taken by temporary teachers. There is a suitable number of support staff working with pupils with special educational needs. They make a positive contribution to pupils' learning. Staff training needs are being identified through development meetings with the headteacher. Induction procedures for new staff are effective and the arrangements for supporting newly-qualified teachers are appropriate. A mentor is provided, they have regular non-contact time and their teaching has been observed.
47. The accommodation is very spacious for the current size of the school and enables several rooms to be used for specialist activities such as music and IT. The recently installed computer suite is a very good facility and allows classes to be taught together. The development of the Early Years Unit has benefited from the allocation of two adjoining rooms with access to a secure outside play area. Displays and murals in classrooms, corridor areas and the school hall provide a stimulating environment and enable the pupils' work and achievements to be recognised. The school site benefits from extensive grounds, which include a large grassed area and three hard surface play areas. There are plans to develop these areas to provide a more varied range of activities for the pupils at playtimes. Overall, the quality and quantity of learning resources are satisfactory in all areas of the curriculum. IT

resources are particularly good, with a very favourable ratio of pupils to computers. There has been a significant improvement in physical education equipment, with the purchase of new indoor apparatus. The resources for the under fives, particularly outdoor equipment, is now very good. There are two well-stocked libraries; however, more big books are needed for teaching the literacy hour at Key Stage 1.

48. Progress has been made since the last inspection; however, the school management and the governors need to ensure that the good start that the pupils receive in the Early Years and at Key Stage 1 is built on more effectively at Key Stage 2. This will partly be solved if the staffing uncertainties can be dealt with speedily.

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

49. The school needs to build on the progress made since the last inspection. In particular, it should raise standards in English, mathematics and science and enable the pupils to make consistent progress throughout Key Stage 2. In order to achieve this the school should:

- improve the standard of pupils' writing across all subjects by
  - establishing an effective policy with rules for planning, drafting, redrafting, reviewing and presentation
  - developing a range of strategies that support pupils' writing development so that they become independent writers
  - ensuring a consistent approach to monitoring pupils' work and to target-setting
- achieve greater consistency in teaching and learning at Key Stage 2 by
  - providing a greater challenge for higher-attaining pupils in all lessons
  - improving discipline in some classes by the rigorous implementation of the school's policy for behaviour management
  - ensuring that homework is used to support pupils' learning
  - improving the marking of pupils' work so that it is used to support improvements in their achievements
- provide more opportunities for the pupils to develop their scientific knowledge and understanding through experiment and investigation
- improve further the provision for pupils with special educational needs by
  - achieving greater consistency in the focus of targets in individual education plans
  - the more effective use of individual education plans in planning to meet the needs of pupils in all lessons
  - more effective tracking of pupils with special educational needs so that their progress can be monitored
  - more effective and consistent implementation of strategies to support pupils with identified behavioural difficulties
- seek stable arrangements for the management of all subjects and develop fully the role of subject co-ordinators.

In addition to the above key issues, the governors may wish to consider these other matters when drawing up their action plan:

- the monitoring and promotion of good attendance

- the quality and regularity of communication with parents
- policy writing and review
- exploiting opportunities within the community to extend the pupils' learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.5	10.6	53.0	25.8	7.6	1.5	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	10	210
Number of full-time pupils eligible for free school meals		31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	2	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.2
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
	1999	15	18	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	11	13
	Girls	12	12	17
	Total	23	23	30
Percentage of pupils at NC Level 2 or above	School	70 (55)	70 (55)	91 (75)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	13	13
	Girls	13	13	14
	Total	23	26	27
Percentage of pupils at NC Level 2 or above	School	70 (58)	79 (81)	82 (84)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	9	10
	Girls	9	7	10
	Total	17	16	20
Percentage of pupils at NC Level 4 or above	School	65 (70)	62 (70)	77 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	8	8
	Girls	5	6	6
	Total	12	14	14
Percentage of pupils at NC Level 4 or above	School	46 (69)	54 (82)	54 (91)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	3
Black – other	0
Indian	5
Pakistani	6
Bangladeshi	0
Chinese	3
White	160
Any other minority ethnic group	2

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	26.6
Average class size	26.3

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

Total number of education support staff	7
Total aggregate hours worked per week	136

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

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	16.7

Total number of education support staff	2
Total aggregate hours worked per week	46

Number of pupils per FTE adult	3.8
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	527385
Total expenditure	492719
Expenditure per pupil	2250
Balance brought forward from previous year	50393
Balance carried forward to next year	85059



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

### **Questionnaire return rate**

Number of questionnaires sent out	229
Number of questionnaires returned	51

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	39	12	2	6
My child is making good progress in school.	25	51	12	6	6
Behaviour in the school is good.	18	36	22	24	0
My child gets the right amount of work to do at home.	12	43	29	12	4
The teaching is good.	33	41	12	8	6
I am kept well informed about how my child is getting on.	25	45	24	6	0
I would feel comfortable about approaching the school with questions or a problem.	37	43	12	2	6
The school expects my child to work hard and achieve his or her best.	29	63	4	4	0
The school works closely with parents.	18	48	32	2	0
The school is well led and managed.	20	48	8	14	10
The school is helping my child become mature and responsible.	22	53	14	8	4
The school provides an interesting range of activities outside lessons.	16	20	42	14	8

## **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**

50. The Early Years Unit has been established at the school in its present form for two years. Children enter the Nursery in September if their fourth birthday falls between September and February, and in January if it falls between March and August. There are 26 places in the Nursery, which is open for the mornings only. Currently, the Nursery is under-subscribed. There are two admissions to Reception class from the Nursery, in September and January of each year.
51. The staff have worked hard to involve parents in their children's learning. Staff undertake home visits as children start at the Nursery, and parents are invited to come into the Nursery with their children in the mornings and stay with them for some time. The Nursery and Reception classes work side by side during the morning session, which helps to smooth the transition to the main school in due course.
52. Assessments when children enter the nursery show that standards of attainment on entry to the school are well below those expected for children of this age. Assessment information is used particularly well in both classes. Individual targets for each pupil are set using the baseline assessment tests as a guide. These targets are reviewed monthly and new targets are set. Baseline tests are re-administered in both classes every term, and these assessments are then used to check progress and to inform the targets and the medium and short-term planning. The Nursery curriculum is planned in line with the early learning goals for children of this age. The skilful use of assessment closely linked to planning is resulting in the children making good progress throughout the unit. By the age of five, most are now attaining standards expected for the age group in all areas of the curriculum, except some aspects of English. This is a significant improvement since the last inspection.
53. The accommodation is very good. There is easy access to a large, secure area of both grass and tarmac. This area is well used by both classes. It is very well resourced with large wheeled toys, play-houses, large bricks, wet and dry sand and a large water area. There is also all the equipment to construct a road area for children to drive around. Both classes are also very well equipped with a variety of good quality resources to support learning in the early years. There are good storage facilities inside and out, and staff encourage children to take good care of resources.
54. The teachers and support staff plan together. They share responsibilities and have created an atmosphere of calm, which provides a positive learning environment for these very young children. Since the last inspection, the school has made the development of this area a priority. Staff have had access to good quality training, which is reflected in the good progress that the pupils are making. In every area of the unit's work, children with special educational needs make good progress. They are well supported by all staff. Overall, the provision for the under fives is a strength of the school.

### **Personal and social development**

55. The children make very good progress in their personal and social development in both classes. Teaching is mostly good or very good. High expectations are made of children's behaviour and independence. Activities are planned to support these

attitudes and to offer challenge to their young minds. Staff in the unit provide good role models for the children in the way in which they talk and listen to others. Staff are supportive of the children and very sensitive to their needs. The children settle quickly into school life and are confident and happy to come to school. They transfer to Key Stage 1 confidently. The children have good relationships with each other and with the adults. Their social development is enhanced by the joint activities undertaken by the Nursery and Reception classes in the mornings. They concentrate well when involved in tasks and remain with an activity until it is completed. They behave well in class and group activities, as well as when working and playing independently. The children's attitudes to learning are very positive. They show enthusiasm and interest. They are developing a clear understanding of the difference between right and wrong. Children tidy up willingly after activities and take care of equipment. The children's spiritual development is good. They have regular circle times and are being introduced through story and drama to religious faiths. They have some books relating to other faiths and cultures, but this aspect is not well developed.

### **Language and literacy**

56. The children's progress in language and literacy in the Nursery is good. The quality of teaching is at least satisfactory and most is good. Tasks are carefully chosen to match the children's abilities and to offer challenge to them. The children are able to identify speech bubbles and the repetitive pattern of the words. They understand the left to right sequence of words and take part in the shared reading of text. Most children can identify their name card and some can write their names unaided. Some children in Reception are beginning to read and in both classes they are developing phonic awareness. Speaking and listening skills are developed at all times in the unit. Staff take every opportunity to encourage the children to speak up and to extend their vocabulary. Writing skills are not yet as advanced as the other aspects of literacy. Staff provide many opportunities for children to practise and improve their writing skills, both in structured sessions and by the provision of an emergent writing area. In both classes, children demonstrate a love of books and stories. They take books home and in both classes there is a reading corner with a shared library area between the classes. Role-play provision is very good. Assessment is used very well to plan daily activities. Detailed records are kept to monitor individual progress.

### **Mathematics**

57. Children are making good progress in mathematics through the good teaching that they receive. Teachers and support staff make the subject enjoyable for the children and support the learning with associated activities. Children in the Nursery are being introduced to mathematical language such as 'bigger', 'smaller', 'rectangle' and 'circle', and also to how patterns form. They are happy to identify patterns and shapes and to make their own. The Reception class follows a well-planned numeracy hour. The class is divided into two groups, one taken by the teacher and one by the nursery nurse. The groups rotate to ensure that the teacher has regular contact with the children. They are learning numbers up to twenty and are being introduced to positional language such as 'in between'. In both classes, counting is encouraged in any activity which lends itself to mathematical experiences.

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

58. Children are making good progress in their knowledge and understanding of the

world. The quality of teaching is good. No opportunities are lost to develop the children's learning in this area. The good use of the outdoor area enhances learning, where the children's attention is frequently drawn to plants and wildlife. The children are encouraged to talk about how they travel around the outside area and how they come to school. They have regular access to sand and water and are often supported by an adult. During the inspection, they made bubbles through various shapes and demonstrated true awe and wonder when they saw the bubbles in the sunlight. Support staff encouraged them to look at the differing shapes and sizes, and how the bubbles varied according to how they were blown. Children use the computer confidently and loaded the computer with guidance, used the mouse with satisfactory levels of speed and accuracy and followed instructions to save and print their work.

### **Creative development**

59. Good teaching is enabling the children to make good progress in their creative development. A particular strength is the way in which creative activities are used to support the learning that is taking place in other areas; for example, the mathematical work on patterns was supported by many creative activities both in the classrooms and the outdoor area. The children are offered a good range of activities including painting, drawing, model-making, collage and role-play. They are happy to explain what they are doing and why, and are particularly good at describing their paintings and the colours that they are using. Staff in both classes extend the children's language during these activities and the children's work is valued and displayed carefully. The children respond well to music and sing rhymes with gusto. Music lessons are linked to stories, such as when the children were asked to make a sound that echoed after hearing the story of *Little Beaver* in the Nursery. In the Reception class, they made patterns with music and used the instruments carefully. The teacher extended the children's knowledge considerably by demonstrating how the sound of the triangle changes depending on how it is held.

### **Physical development**

60. Children are making good progress in their physical development because the teaching is good and sometimes, excellent. Their fine motor skills are being developed through a wide range of activities. They use glue, scissors and paints with confidence. In both classes, they are encouraged to develop their writing skills. An excellent apparatus lesson in the hall involving the Nursery class was observed. The children's behaviour was exemplary and they were already aware of how to move apparatus safely. In an outdoor physical education lesson, the Reception children demonstrated a sound appreciation of their own space and that of others, and a developing ability to catch and bounce balls. Through practice, they are refining their skills. The outdoor area is used well, and the way in which the children manage the large wheeled toys shows an increased development of their gross motor skills. It is particularly noticeable how well boys and girls share the large wheeled toys and footballs. One child took his 'baby' for a ride in his car and boys can be seen pushing prams and skipping with the girls. They choose partners without encouragement.

### **ENGLISH**

61. Standards are well below the national average at the end of both key stages. Since the last inspection in 1997 the school's results in the Standard Assessment Tasks (SATs) at Key Stage 1 have remained well below the national average. SAT results

for seven-year-olds in 1999 were well below the national average in reading and writing, and well below the average for pupils in similar schools. Over half the pupils in reading and three-fifths in writing attained only Level 2C or below. Whilst a few attained Level 3 in reading, none did so in writing. Boys achieved better results than girls in 1999, the opposite of the national picture.

62. The number of eleven-year-olds reaching the national expectation in the 1999 SATs was well below the national average and below average in comparison with similar schools. A third of the pupils attained below Level 4 and few pupils attained Level 5. The results in English were lower than those in mathematics and science. Results had been close to the national average but declined in 1999. In spite of this, the movement in the results over the last four years was above the national trend. The school exceeded its targets for English in 1999. Girls have achieved better than boys in English in the last two years.
63. The pupils in the current Year 2 continue to achieve well below the national average in reading and writing but there are more pupils achieving higher than last year. Standards in speaking and listening are below average. Considering that pupils' attainment is well below average on entry to school, they make satisfactory progress in these skills at Key Stage 1. The pupils listen attentively during the literacy hour as the teachers control the classes well and motivate the pupils through a range of interesting activities. The teachers use effective questioning to elicit responses from the majority of pupils during whole-class sessions. With the exception of high-attaining pupils, the majority of pupils lack confidence when speaking to the class. The teachers plan activities such as drama and role-play to improve the pupils' skills in speaking. In Key Stage 1, the teachers' competence in the teaching of phonics helps pupils to make good progress in reading. Pupils read simple texts fluently and confidently and use their knowledge of letter sounds to read unfamiliar words. The systematic teaching of literacy helps pupils to identify the main characters, events and settings in stories. Most pupils show an awareness of the reader when writing stories, but their writing is brief with a limited range. The high and average-attaining pupils can write in grammatically correct sentences using correct spellings and joined-up handwriting but these basic skills of writing are not sufficiently established for nearly half of the pupils. The pupils make good progress in writing in Year 1, where the teacher introduces how to write a story using a story plan. Some of these pupils write at length, already achieving standards expected at the end of Year 2.
64. Standards in reading and writing in the current Year 6 are still well below national expectations for the pupils' age, and in speaking and listening they are below the national expectations. Although the majority of pupils can listen well to their teachers and each other and answer questions in shared reading and writing sessions, a few pupils frequently disrupt the learning of others and impede their progress in speaking and listening. By the end of Key Stage 2, higher and average-attainers read accurately, independently and fluently but only higher attainers can express opinions about the books that they read. Over a third of the pupils are not reaching the level expected for their age, and a majority has not developed the skills of prediction and inference as required. Pupils read a limited range of books, and their research skills are not adequately developed for their age. Within the key stage, the pupils' attainment in reading improves and they make satisfactory progress in Years 3, 4 and 5. All pupils contribute with enjoyment to the whole-class reading in the literacy hour. They enjoy reading stories, poetry and information books, and most pupils have satisfactory library skills. Pupils come from a very low base in writing at the end of Key Stage 1. They make satisfactory progress in writing as they move through Key

Stage 2; however, their progress has not been rapid enough to raise their standard to the level expected at the end of Key Stage 2. Although the majority in Year 6 can write using correct grammar and punctuation, with the exception of the higher-attainers they do not write at length. They have not developed satisfactory drafting skills to improve their writing. Across the key stage, pupils learn to write for a purpose; they write stories, poetry, letters and reports.

65. Examples of the pupils' good work include *Peace Poems* and *The Day the Helicopter Came* showing their imaginative use of words in writing. Effective strategies to support pupils' writing were seen in Year 5 where the teacher introduced a series of steps for persuasive writing. Most pupils make satisfactory progress in spelling but their handwriting is not always fluent and joined-up. Pupils with special educational needs and those learning English as an additional language make progress commensurate with the progress made by all pupils at both key stages.
66. The quality of teaching and learning is good at Key Stage 1 and satisfactory at Key Stage 2, although there are some weaknesses, mainly in class control in Year 3. The systematic monitoring of teaching and planning has had an impact on the teaching of the literacy hour. The teachers at both key stages plan each section of the literacy hour effectively so that the pupils learn to read texts, words and letter-sounds. They also present good models of reading which help pupils to read aloud in shared reading sessions. At Key Stage 1, the teachers move pupils briskly from one task to the next through good discipline and organisation, whereas weaknesses in controlling some classes at Key Stage 2 lead to a slow pace in lessons. The pupils' behaviour and attitudes to learning are good in Years 1 and 2 where they co-operate with each other and with their teachers. When working with partners or listening to the plenary session of the literacy hour, pupils show respect for each other's views. The pupils' behaviour and attitudes overall at Key Stage 2 are unsatisfactory but the pupils in Year 4 show good attitudes and behaviour in response to good teaching.
67. The teaching of phonics has improved since the last inspection. This is having a beneficial impact on the pupils' progress and standards in reading. The systematic teaching of handwriting and spelling has resulted in improvements in these skills. The development of literacy is weak; key vocabulary, reading and writing skills specific to each subject are not systematically taught. Writing still remains an area of weakness. In order to raise standards in English, the school should improve the pupils' skills in writing across all subjects in the curriculum. The school should also improve the pupils' standards in reading at Key Stage 2 by developing skills such as prediction and inference.

## **MATHEMATICS**

68. SAT results at the end of Key Stage 1 in 1999 were well below the national average and well below the results in similar schools. They declined steadily from 1996 to 1999. Very few pupils achieved the higher grades in 1999. The indications from the 2000 results are that many more pupils have achieved above the nationally expected Level 2, but that a considerable proportion have still failed to reach this standard. The results in mathematics have been similar to those in reading and writing for the last few years. Boys have consistently achieved better results than girls, although nationally their results are similar. SAT results at the end of Key Stage 2 in 1999 were below average and in line with those in similar schools. Although they declined slightly from the results in 1998, there has been a significant improvement over the last four years. Results in mathematics in 1999 were better than in English but below

those in science. Girls achieved better results than boys in 1999, the opposite of the national picture.

69. The mathematical attainment of the pupils on entry to the Early Years Unit is well below average. The standard of work seen during the inspection, both in lessons and from an analysis of the pupils' work, is broadly similar to these most recent SAT results in Years 2 and 6. There are, however, clear indications that standards are rising at the lower end of the school. This is partly because of the quality of teaching at Key Stage 1 and the successful introduction of the daily mathematics lesson, but also because of the very good start that the children are given in the Early Years Unit. Attainment at Key Stage 2 is showing slower improvement. The year groups were those that achieved well below average SAT results at Key Stage 1, and there have been unsettling changes of staff recently.
70. There are some pupils in each class throughout the school who have accurate calculating skills with good mental recall of number facts and secure written methods when working with whole numbers; however, the standards of numeracy for the majority are below and often well below average. The daily mathematics lesson, with its concentration on improving the pupils' mental arithmetic skills, and work undertaken in early morning registration sessions is having a significant impact on raising standards, particularly at Key Stage 1. Many pupils are making good progress in the development of number skills in Years 1 and 2. They are learning basic number bonds and are developing more than one method to help them with calculations. Some of the higher-attaining Year 2 pupils are learning their multiplication tables and they understand that division is the opposite of multiplication. These pupils are able to apply their skills effectively to the solution of simple problems. Some lower-attaining pupils lack confidence when dealing with simple calculations, but are given good support and encouragement and interesting activities to aid their learning.
71. The introduction of the daily mathematics lesson is also having a beneficial effect at Key Stage 2, although staffing changes have limited the overall progress that the pupils are making. Number skills develop at a satisfactory rate at Key Stage 2. The pupils learn to use fractions and decimals and by Year 6 have begun to look at the relationship between these and percentages. As at Key Stage 1, the pupils are developing more than one method when calculating and are able to apply their skills to investigations and the solution of problems. The majority of the pupils in each class are not always confident when using number and are not always accurate when calculating. The good focus on developing mental skills is having an effect, as in a Year 4 lesson where several different activities were used, including reference to work done in registration. Looking for short-cuts to the solution of harder questions was emphasised and the pupils improved their recall of multiplication tables. Questions were skilfully targeted so that higher-attaining pupils were challenged and the weakest had questions with which they could cope.
72. The pupils' knowledge of the properties of shapes is also well below average, although the higher-attaining pupils in each class gain a good understanding. Pupils at Key Stage 1 can identify two and three-dimensional shapes, and this develops at Key Stage 2 where they can describe the characteristics of these shapes. The sequence of lessons on angle for Year 6 pupils during the week of the inspection resulted in a group of pupils beginning to gain an understanding of the angle properties of parallel lines. Other pupils in the class improved the accuracy with which they measured and drew angles whilst the lower-attainers identified acute,

obtuse and reflex angles.

73. Teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2. Although one unsatisfactory lesson was observed, several good or very good lessons also took place. Planning takes account of the range of attainment in each class, although a more consistent challenge could be provided for higher-attaining pupils. An effective working atmosphere has been developed in most classes; however, there are times at Key Stage 2 where teachers do not control their classes effectively. In these classes some pupils have poor attitudes to their learning. They lack concentration and application to their work. Teachers use plenary sessions particularly well to recap what has been learnt and to assess progress. A particular feature is the way in which the teachers involve the class in an assessment of how well they have met the lesson's objectives.
74. Progress has been made in the short time since the last inspection. The daily mathematics lesson has been introduced successfully, although the school does not receive all of its training until next year. Teaching and planning are both monitored carefully and the feedback provided has enabled improvements to be made in both. Staff are given good support with their planning and ideas are shared effectively, so that many creative activities are seen in lessons. There is a strong commitment to raising standards in mathematics and the steps being taken through the development plan are the right ones. A focus for development should be to ensure that the higher-attaining pupils in each class are provided with challenge to extend their learning in all lessons.

## **SCIENCE**

75. The teacher assessments at the end of Key Stage 1 in 1999 were well below the national average. The proportion of pupils reaching Level 2 was also below that in similar schools and no pupils were judged to have reached the higher Level 3. The pupils' attainment in life and living processes was significantly higher than in the other attainment targets, with physical processes and experimental and investigative science particularly low. Results in the Key Stage 2 tests in 1999 were close to the national average and above those in similar schools. This is above the results for mathematics and well above those for English. The performance of the boys has been higher than that of the girls for the past four years. Overall results at Key Stage 2 improved significantly between 1996 and 1998, but fell back in 1999.
76. In lessons, Key Stage 1 pupils are working at higher levels than shown by recent teacher assessments, with most pupils working at the expected level and some above it. Many pupils are working below this level, however, and so overall attainment by the end of the key stage is still below national expectations. Most pupils in Year 2 for example, can compare the pitch of different sounds but a significant minority have difficulty doing more than naming different sources of light and sound. Higher-attaining pupils are starting to link ideas and make generalisations. They can, for example, suggest why some materials are suitable for a particular purpose, such as plastic for a cup because it is difficult to break and will not melt. The pupils achieve well and make good progress in lessons and over longer periods of time. This is because they are well taught and encouraged to think about what they already know and then apply their ideas to new contexts. In a Year 1 lesson for example, the teacher skilfully questioned the pupils to review their ideas on sound and the difference between high and low and loud and quiet. A series of experiments with sound then followed where the pupils had to make observations



and try to explain them. The pupils' experimental and investigative skills develop well, as the approaches used and activities chosen by teachers ensure that the pupils' understanding develops through using such skills as observation and comparison.

77. Attainment at the end of Key Stage 2 is not on target to reach the same level as in previous years, and overall attainment is below national expectations. Many pupils are working at the expected level, but few above it. Most Year 6 pupils for example, recognise that filtering can separate some mixtures, such as soil and water, but have difficulty suggesting ways in which other mixtures could be separated. Higher-attaining pupils do have some understanding of dissolving and why filtering will not separate a solution. Most Year 5 pupils have a basic understanding of gases, solids and liquids. They use terms, such as evaporation and condensation, some with accuracy. The pupils' experimental and investigative skills are particularly weak. There are many opportunities over the key stage to carry out experimental work and, on some occasions, investigations. Nevertheless, the focus of much of their work, particularly of the oldest pupils, has been knowledge-based, with practical work used only to illustrate the ideas. More emphasis is needed on encouraging the pupils to apply their ideas and to develop their understanding through predicting outcomes and planning their own investigations. There has been insufficient progress in developing this aspect of the pupils' work since the previous inspection.
78. As at the time of the previous inspection, the quality of teaching at Key Stage 1 is good. Sometimes it is very good and it is never less than satisfactory. Teaching is lively and enthusiastic, so that pupils want to be involved. Minor distractions are dealt with quickly and effectively, with much care taken to encourage the pupils to think about their actions and consequences for others. This maintains the pupils' focus and ensures that activities and learning progress at a good pace. The pupils concentrate well and apply themselves to the task at hand. They co-operate well and share resources willingly, taking turns and allowing others the time to complete tasks with the equipment. The quality of teaching has improved at Key Stage 2, with no lessons unsatisfactorily taught. There is often a good focus on ensuring that the pupils use and understand precise language, such as with Year 5 describing aspects of the water cycle. Opportunities are taken, as with Year 4 pupils looking at mini-beasts, to encourage the pupils to respect all living things and treat them with care. At times some older pupils lack concentration or do not take their turn in answering questions or working collaboratively. Teachers then work hard and effectively to ensure that there is a minimum of distraction to the learning of others and that the pupils involved return to positive ways as quickly as possible. Teachers manage pupils well, using a range of methods to recognise, encourage and reward good behaviour and attitudes. Some good techniques are used to determine what the pupils already know and understand, such as the Year 5 discussion on evaporation. Teachers now need to develop their approach to place more emphasis on the pupils' learning through investigative work. There has been too much emphasis at the end of Key Stage 2 on pupils acquiring a body of knowledge, with the books of most pupils having very similar content, mostly taken from a book or the board.
79. Co-ordination of the subject has had insufficient impact on raising standards, particularly at Key Stage 2. There is a need to ensure that all teachers have the understanding, skills and resources to develop the broader strategies for learning required.

## **ART**

80. During the inspection little teaching of art was observed. Judgements are based on discussions with staff, an examination of pupils' work and the two lessons observed.
81. At Key Stage 2, pupils have individual sketchbooks with some examples of work in them. These books show that some cross-curricular links are made with history, geography and religious education. There are displays around the school in which progress in the subject can be identified and a range of media can be seen, for example collage pictures at Key Stage 1 and observational drawings at Key Stage 2. Most art work is well presented. There is a 'Gallery of Excellence' in one entrance area where artwork of a very high standard from each year group is framed and exhibited. Pupils in a Year 1/2 class were observed making sea pictures using tissue and card to good effect. In a Year 4 class, work in art was linked to mathematics.
82. In the small number of lessons seen, the quality of teaching was good. The teachers' knowledge and understanding of the subject are satisfactory, and clear instructions are given. Further explanation, as the teacher moves around the class and assesses each pupil's need, encourages progress. Pupils enjoy their art lessons and work hard. Co-operation between the pupils is good; they help one another and are eager to explain what they are doing.
83. Standards have been maintained since the last inspection. Pupils are making satisfactory progress in art throughout the school. The QCA document on art has been introduced as a scheme of work and to assist in the monitoring of progress throughout the school. The strands of art in the National Curriculum are being covered, but there is a lack of breadth and depth in the content of what is taught. The school is aware that there are some aspects of art that need to be developed, for example there is a need to use art from other cultures more, particularly in terms of techniques and styles. It has also identified that the policy needs to be updated to support greater consistency and progress in the subject.

## **DESIGN AND TECHNOLOGY**

84. It was not possible to observe any lessons in this subject during the inspection and insufficient pupils' work was available to reach judgements about attainment at each key stage. A review of the teachers' planning and some samples indicate that the full range of design and technology experiences are provided for all pupils. There is the expected emphasis on the elements of design and evaluation with, for example, Year 1 pupils drawing pictures of types of puppets and Year 5 pupils annotating their ideas to show the materials and tools to be used. There has been satisfactory progress in the provision for this subject since the previous inspection. The co-ordinator has introduced a recording sheet for teachers to pass on to the next teacher to outline the pupils' practical capability. This is helping to support the more coherent development of skills as required in the last report.

## **GEOGRAPHY**

85. Pupils are making satisfactory progress in geography throughout the school, and standards have been maintained in the subject since the last inspection. The policy has not been reviewed since the last inspection but the school has adopted the QCA document on geography, in conjunction with its own documentation, as schemes of work. The subject is a priority in the school development plan. Once the schemes of

work have been adapted, there are plans to update the policy.

86. No lessons were observed at Key Stage 1; however, examples of simple mapping were seen and evidence that the locality is used to support learning in the subject. Pupils have covered topics on weather and varying localities. At Key Stage 2, pupils are contrasting differing areas in the world. They are aware of climatic variations and how these affect the development of the area. They show a developing understanding of geographical terms and their mapping skills are more advanced. Pupils show an interest in the subject and can explain what they are doing, as with a Year 5 class explaining how they were using co-ordinates to locate symbols on a map. Three lessons were observed at Key Stage 2. The teaching of one lesson was unsatisfactory. The planning for the lesson was good but a significant number of pupils did not fully understand the group activities. Year 6 usually undertake a residential trip, and the local environment, particularly the school grounds, is used well to support learning in the subject.
87. At both key stages, there is insufficient use of writing to support the subject; most work is recorded on worksheets. Greater use of writing in the subject will increase levels of attainment in both geography and English.

## HISTORY

88. Pupils achieve satisfactory standards in history at both key stages as was found at the last inspection.
89. Writing, pictures and time lines indicate that the pupils at the end of Key Stage 1 have satisfactory knowledge and understanding of the past through studying some of the main events. For example, the pupils in Year 2 study the Great Fire of London, and make comparisons between London now and then. They also develop concepts of old and new by comparing household objects of the past with those of the present. The teacher offered to pupils in Year 1 the opportunity to develop a sense of chronology through working on a time line of events in the story, *Where the Wild Things Are*. Teaching is good at Key Stage 1. The teachers plan their lessons carefully using their secure knowledge of the subject so that pupils can learn through investigation. Because of the emphasis on the teaching of vocabulary related to the passing of time, the pupils in Years 1 and 2 make good progress in using words such as 'old', 'long ago', 'before' and 'after' when studying seaside holidays in the past. The pupils use pictures and photographs as evidence to learn about the topic. The pupils have good attitudes to learning and behave well in lessons.
90. There is insufficient evidence to make judgements about the teaching and learning of history in lessons at Key Stage 2. All the available evidence indicates that pupils at the end of Key Stage 2 have acquired satisfactory knowledge and understanding of some of the important periods of British history such as the Victorians and the Second World War. They have sound knowledge of the Second World War and can engage imaginatively with that period and show empathy with people who lived through the war. They know about how lives of children, men and women at different levels of society in Britain were affected by the Second World War. They learn about children's lives during the war through their reading of *The Diary of Anne Frank*, *Goodnight Mr Tom* or *The Silver Sword*. They produce work in history integrated with art and creative writing. Good examples of such work include their painting on the Blitz or poems on *The Steadfast Tin Soldier*, where they manage to capture some important moments in British history. The pupils show satisfactory skills of

investigation and their work indicates that they learn using documents, pictures and artefacts. Within the key stage the pupils make satisfactory progress in their knowledge and understanding of past civilisations, for example the Egyptians and the Romans.

## **INFORMATION TECHNOLOGY**

91. There has been a significant improvement in the attainment of pupils since the previous inspection. This is largely because of the improved access to computers and the successful direct teaching of information technology introduced since then. Most pupils do not have access to computers at home. They achieve well and make good progress at Key Stage 1. Nevertheless, attainment remains below the level expected overall. The pupils are able to use computers with a variety of programmes to communicate their ideas, using text and pictures. Most are able to load programmes and some can save their work, although a significant minority need the support of the teacher or classroom assistant to achieve this. Teachers are starting to exploit the capabilities of the resources available, such as Year 1 and 2 using word processors that will sound out words to pupils. This work is also very useful in supporting pupils with special educational needs in developing their basic language skills.
92. Attainment at the end of Key Stage 2 is well below the expected level. The pupils have made insufficient progress through the key stage. Many pupils in Year 6 can access stored information, following simple and straightforward lines of enquiry. They can manipulate text and combine this with graphics, for example producing advice sheets on preparing for SATs. The level of work remains simple, not fully utilising the software capabilities. Progress has been slow because these older pupils have not benefited from access to the equipment and the direct teaching of ideas and skills until recently. Progress over recent months and in individual lessons is satisfactory. The attainment of pupils in the current Years 3 and 4 has progressed from that of Key Stage 1 and standards should continue to rise as they move through the school. Some good use is also being made of the resources to support the pupils' learning in a broad range of contexts, such as Year 4 developing their literacy and numeracy.
93. Teaching is effective at both key stages. No unsatisfactory teaching was observed, and in most lessons the standard was good. Most pupils have a positive attitude to using computers. This is successfully exploited to ensure that they work productively. Some careful planning and preparation takes place so that pupils are able to get on with the important part of the lessons quickly and effectively. For example, the teacher in a Year 4 literacy lesson had prepared the class worksheet on the computers so that the pupils were able to move quickly to add '-ful' to existing nouns to convert them into adjectives. Good use was also made of the network capability to communicate with all pupils simultaneously, gaining their attention before the teacher went on to discuss ideas with the class. The teachers' skills and those of classroom support assistants are sufficient for the activities carried out. Teachers are able to provide support quickly for individual pupils and deal with difficulties as they occur. They are able to support individuals well because other pupils work co-operatively and apply themselves well.
94. Co-ordination of the subject has supported the improved standards now being observed. There is a clear direction for the subject. A planned programme of staff development should improve staff competence and confidence, and enable information technology to support learning in even more subjects. The school is also

investigating how full use can be made of information technology in supporting pupils with special educational needs.

## **MUSIC**

95. At the time of the previous inspection, music was judged to be mainly satisfactory with some unsatisfactory progress at Key Stage 2. During the current inspection, only two lessons of music were observed. Judgements are based on the lessons seen, the teachers' planning and other aspects of music observed. Pupils are making satisfactory progress in music throughout the school. This represents some improvement since the last inspection.
96. Pupils sing well in assemblies; they also listen well to the music which is played as they enter and leave the hall. They can talk about music, for example they could explain that although Mozart wrote music for the flute, he did not like the instrument. Key Stage 1 pupils could explain the difference between a long sound and a short sound.
97. In the two lessons observed, teaching was good. Both lessons offered opportunities for pupils to compose their own work and Key Stage 1 pupils had the opportunity to use instruments and perform to the class. Key Stage 2 pupils demonstrated an increasing awareness of rhythm and musical terms. Improved planning is supporting the subject and teachers make good use of taped music. There is a recorder group after school; however, there are occasions in assemblies when music could play a larger part in the life of the school, particularly as the pupils respond to the subject positively.

## **PHYSICAL EDUCATION**

98. The contribution that physical education can make to the pupils' development is valued by the school. Teachers are trying to ensure that the full range of activities is provided in spite of pressures from other areas of the curriculum. The good progress made in the physical development of the children under five continues at Key Stage 1. Good teaching, coupled with an enthusiasm for the subject by the pupils, enables good progress to be made. A good range of activities is provided. The pupils' ball-throwing skills developed well in a good Year 2 lesson. The activities encouraged the pupils to appreciate how they might improve the accuracy of their throwing, by carefully lining themselves up with the target. The good relationships in the class enabled the pupils to feel confident that they could improve even if they might not be very good. Good demonstrations by the teacher of how to hit forehand and backhand tennis shots helped Year 1 pupils to improve their skills, although many had not mastered the technique by the end of the lesson. The pupils' interest was engaged particularly well when they were asked to devise their own game, making up their own rules, with the teacher emphasising the need for fair play.
99. This progress is not maintained at Key Stage 2, where the poor attitudes and behaviour of some of the older pupils result in them making unsatisfactory progress. At times this has a detrimental effect on the progress made by others in the class. This occurred in a Year 5 athletics lesson, where for some pupils little development took place and their skills remained at a low level. The sequence of activities provided did not engage some of the class, and their behaviour was not controlled effectively. While most of the class tried hard to improve their skills and their performance, a few did neither, preferring just to play around.

100. Pupils at Key Stage 2 have regular swimming lessons at a local pool. The majority of pupils are able to swim 25 metres as required by the National Curriculum, with several developing good water survival skills.

## **RELIGIOUS EDUCATION**

101. Attainment in religious education is broadly in line with the expectations of the locally agreed syllabus at the end of Key Stage 1, but below expectations at the end of Key Stage 2. Attainment is the same as at the last inspection.
102. The pupils in Year 2 have knowledge about religious objects, places and practices of Christianity and as well as of other world religions. They study aspects of Sikhism and its special symbols and know about special books in religions. In the lesson observed on special books, the teacher read a story about Jesus and developed the pupils' understanding of the story through careful questioning. During the plenary session, the majority were able to recount the story about Jesus and remembered special books such as the Old and New Testament. Within Key Stage 1, pupils make satisfactory progress. In a Year 1 lesson, the teacher used models, pictures and artefacts to help pupils to recognise that a mosque is a place of worship for Muslims and how they pray to Allah.
103. The pupils in Year 6 do not have a satisfactory knowledge of Christianity and other world religions as expected in the locally agreed syllabus. This is because insufficient time is given to the subject. Within Key Stage 2, there is evidence of satisfactory progress in lessons and over time. Through the study of Christianity and Judaism, the pupils in Year 3 study the story of the life of Jesus and learn about the meanings of special times for Christians, for example Advent and Epiphany. In a lesson observed in Year 3, the pupils were able to recall the story of Ruth through a sequencing task prepared by the teacher. In the lesson observed in Year 5, the teacher offered pupils the opportunity to investigate the main rituals within the acts of worship in Islam and Christianity. The lesson was effectively planned with suitable resources and activities to engage the interests of a class with varying levels of special educational needs. The pupils remembered special features of rituals in Islamic worship from their past lessons. Some pupils also brought to the lesson their experience of visiting different places of worship.
104. Teaching overall is satisfactory at both key stages. The planning of lessons is generally thorough, and the teachers ask relevant questions to ensure that the pupils build on their previous knowledge and understanding. The teachers prepare the tasks matched to the pupils' levels of understanding, and this encourages them to participate in lessons. Pupils generally show good attitudes to the subject and listen about religions with respect.
105. The new co-ordinator started about a month before the inspection. There are no procedures for assessment and the subject is not monitored. Displays of artefacts and posters of world religions support the pupils' learning. Since the last inspection, the school has improved the quality of teaching and the pupils' progress in the subject at Key Stage 2. They are now satisfactory.