

# INSPECTION REPORT

## **Hindhayes Infant School**

Street, Somerset

LEA area: Somerset

Unique reference number: 123664

Headteacher: Mrs V Stones

Reporting inspector: Mrs Christine Huard  
27290

Dates of inspection: 11-14 December 2000

Inspection number: 224182

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	Leigh Road Street Somerset
Postcode:	BA16 0HB
Telephone number:	01458 442978
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sarah Clothier
Date of previous inspection:	5 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Christine Huard (Ofsted no:27290)	Registered inspector	Art	What sort of school is it?
		Music	How high are standards? a) The school's results and achievements.
		The Foundation stage	How well are pupils taught?
		English as another language	
		Equal opportunities	
Brian Sampson (Ofsted no:10329)	Lay inspector		How high are standards? b) Pupils' attitudes values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Joyce Cox (Ofsted no: 25074)		Design and technology	
		Geography	
		Information technology	
		Religious education	
Kevin Johnson (Ofsted no: 18370)		Mathematics	How good are the curricular and other opportunities offered to pupils?
		Science	
		Physical education	
Jean Newing (Ofsted no: 21992)		English	How well is the school led and managed?
		History	
		Special educational needs.	

The inspection contractor was:

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The Registrar  
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The Office for Standards in Education  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Hindhayes Infant School is a foundation school built by the Clark family in 1928 and subsequently leased to the local education authority. It is situated in an area of Street close to the town centre and provides education for 223 children aged between four and seven. This is an average size for a school of this kind. There is little difference in the numbers of boys and girls attending the school. Only a small proportion of pupils is eligible for free school meals - about 4.2 per cent which is well below average. Nearly all of the pupils are of a white ethnic background and three pupils come from a home where English is not the first language. These pupils are at an early stage of learning English. There are 39 pupils identified as having special educational needs. This is 17 per cent which is in line with the national average. There are 18 pupils at Stage 1, 6 at Stage 2, and 15 at Stage 3. No pupils have a statement of special educational need. When children first enter the school in the year in which they are five, their levels of attainment are about average

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

Hindhayes Infant School is a school undergoing considerable change and is providing its pupils with a sound education. Standards overall are sound, but not as high as the results of national tests held in 2000 would seem to indicate. Inspection evidence shows that standards achieved by pupils now in Year 2, in English and mathematics, are in line with what is expected nationally. The standard of teaching and learning is sound and improving, because action is taken to provide appropriate support. The leadership and management of the school are good. The leadership of the new headteacher is highly effective and gives a clear and positive direction to the work of the school. She has identified a number of areas for development and prioritised appropriately. She enjoys the whole-hearted support of staff, governors and parents in the changes being made. The school has made significant improvements since September, although only satisfactory progress overall since the last inspection. The school provides sound value for money.

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

- The headteacher provides very good leadership.
- There is a shared commitment to succeed and full support from the staff and governors to reforms being implemented.
- Pupils' attitudes to school are good, as are their behaviour, relationships and personal development.
- Provision for pupils with special educational needs is good.
- The community contributes very positively to pupils' learning.
- The school has established very good relationships with parents and values their support and involvement.

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

- Staff confidence and self-esteem is low.
- The way in which subject co-ordinators' roles have been allocated in the past is inappropriate.
- Teaching, although sound, should be improved in order for standards to rise, particularly in English, mathematics and science.
- There is a lack of consistency in teaching and the curriculum for children in the foundation stage.

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

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

The school was last inspected in February 1996. Since then standards in English, mathematics and science have fluctuated, and although some of the issues raised at the last inspection have been addressed, it is clear that the majority of progress has been made in the last three months. The school has made sound improvement overall. This is mainly due to the strenuous efforts of the new headteacher appointed in September and the commitment and support of staff and governors in implementing changes. At the time of the last inspection, standards were sound overall and the quality of education provided was satisfactory. Innovations made by the new headteacher ensure that they continue to be

sound. The school's climate for learning was good and it still is. The school is bright and busy, and the pupils are happy and fully involved in what is going on. The management and efficiency of the school were good. Although the headteacher has only been in post a short while, it is evident that her leadership and management are very good. She has made many improvements with the full support of staff, parents and governors. Many of the key issues from the last inspection have only been effectively addressed in the last few weeks, and in some cases changes are only partly implemented. The policy on reading has only recently been reviewed to reflect the needs of the school and a wider range of books still needs to be introduced. There has been little further work on planning and teachers have only been introduced to forward, short term planning since September. The role of the subject co-ordinators is still underdeveloped and they have had few real opportunities to develop their subjects within the school. It is proposed to re-allocate subject responsibilities next term, taking into account teachers' expertise and interest in the subject. The headteacher has already built a full review into the school development plan to be implemented in January. The school has made real and successful efforts to develop pupils' skills in information and communications technology and design and technology, these have been helped by the acting deputy head becoming a new opportunities fund trainer for information and communications technology which has enabled all staff to improve their expertise. There is appropriate provision for the more able pupils and this issue has been effectively addressed. The governors have not been effectively involved in the management of the school until recently, and the school development plan has only recently been simplified. The school has good capacity to improve further.

## STANDARDS

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

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

The results show that pupils' performance at the end of Key Stage 1 tests in 2000 in reading and writing were well above the national average, and results in mathematics were above the national average. When compared with the attainment of pupils in similar schools results in writing were above average, in reading they were average and in mathematics were below average.

Currently, pupils make sound progress in English. Most of the pupils in Year 2 are achieving standards, which are in line with those expected in speaking and listening, reading and writing. Children make satisfactory progress in mathematics and the standards they reach are in line with what would be expected for pupils of their age. Progress in science is also sound and pupils' knowledge and understanding are in line with what is expected. Standards in history and physical education are above those which might be expected and pupils make good progress in these subjects. Standards in information technology and music are sound but pupils make good progress in some elements of these subjects. Sound standards are achieved in art, design and technology, geography, and religious education and pupils make satisfactory progress. The trend of improvement at Key Stage 1 is in line with that shown nationally. Overall achievement is satisfactory and pupils achieve standards by the time they leave the school in Year 2 in line with those expected, given their attainment on entry. The school is well placed to achieve the appropriately challenging targets it has set for improvement. Pupils with special educational needs make sound progress overall.

## PUPILS' ATTITUDES AND VALUES



Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards their work and enjoy attending school.
Behaviour, in and out of classrooms	Behaviour is good overall both in class and around the school.
Personal development and relationships	Pupils respect and listen to one another's views and collaborate well in class when given the opportunity, and when playing together. Relationships are good.
Attendance	This is good overall although too many pupils arrive late at school in the mornings.

The school is a friendly and welcoming community. The school has worked hard since September to implement a new behaviour policy. This has been largely successful. The attitude of pupils towards their work is generally mature and sensible and they show a caring and thoughtful side when supporting charities such as the 'Love in a Shoebox' appeal for Rumania.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	

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

The quality of teaching is sound overall. During the inspection 52 lessons were observed in whole or in part. In these, 98 per cent of teaching was satisfactory or better, In 60 per cent of teaching was good or better and in 10 per cent it was very good. 2 per cent of lessons were unsatisfactory. The skills of literacy are appropriately planned and taught. Oral sections of lessons are of a good quality. However, individual written tasks in some Year 1/2 classes are not always challenging enough and teachers' expectations of what their pupils should achieve are not high enough. Numeracy skills are also satisfactorily planned and taught and result in sound improvements being made in most classes. Strengths in teaching include the effectiveness of teaching methods used and the management of pupils. There are some elements of teaching, which although sound, could be more effective. These include the lack of consistency of approach across classes containing pupils of a similar age, and the acceptance of poorly presented work. Mediocre work sometimes inappropriately receives fulsome praise. Whilst the inspection team accepts the school's explanation that this is done in order to reinforce the new positive behaviour policy, it should be wary of extending this period for too long or the impact of praise for truly good work will be lost. Pupils learn effectively because they are interested and concentrate well during lessons. Teaching for children in the foundation stage is sound, but in some classes does not contain enough opportunities for children to develop their physical, personal and creative skills. The teaching of pupils with special educational needs is good because teachers' planning provides appropriate tasks, and learning assistants are well briefed and provide effective support.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum are sound. There are some good cross-curricular links.
Provision for pupils with special educational needs	Good provision ensures that these pupils are now identified at an early stage and they are enabled to make appropriate progress because work is well matched to their individual needs

Provision for pupils with English as an additional language	Appropriate provision is made for these pupils, with plenty of speaking and listening opportunities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision in these areas is good. Provision for pupils' personal, social and moral development is good and that for their spiritual and cultural development is sound.
How well the school cares for its pupils	This is sound overall. The school provides a secure, caring and supportive environment in which its pupils can grow and develop.

The school works well with parents and now provides meetings and workshops for them, in order that they can effectively support their children.

The school has very good links with the local community, who support it in many ventures from recycling to providing prizes for the Christmas fair. The link with a group of local trusts is particularly strong and the school receives valued support from them in a number of projects, particularly those concerning the school buildings and site.

The school ensures the good welfare of its pupils but some staff have had insufficient training in child protection procedures.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and a clear sense of direction for the school. She is implementing an intensive and much needed programme of improvements. She is well supported by the deputy headteacher and staff. There is a strongly shared commitment to school development.
How well the governors fulfil their responsibilities	The governors are gaining a greater knowledge of their responsibilities and are now more effectively involved in the school. They support its development. They are gaining an awareness of the strengths and weaknesses of the school.
The school's evaluation of its performance	The new headteacher has carried out an extensive audit of the school's performance on her arrival. She has monitored and analysed its results, teaching and curriculum highly effectively. The school now has secure knowledge about which areas require specific improvement and is making good progress towards targets set.
The strategic use of resources	The school's financial planning is now good and governors are fully involved. Appropriate procedures are in place regarding the transfer of funds and there is an openness and organised approach to all financial matters. There is a satisfactory match of teachers and support staff to the demands of the curriculum. The accommodation is good and provides many additional areas that enhance the curriculum and learning by pupils. Resources are now being used effectively to raise achievement and to ensure best value for money.

### 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 are generally pleased with their children's progress.</li> <li>Parents are pleased with the new school rules and behaviour policy.</li> </ul>	<ul style="list-style-type: none"> <li>Parents showed some concern over their children's progress with reading.</li> <li>Some parents were concerned over behaviour management and whether disruptive children</li> </ul>

<ul style="list-style-type: none"> <li>• Their children like school 'They hop and skip through the gate in the morning'.</li> <li>• They are happy with the levels of homework.</li> <li>• They like the more open atmosphere.</li> <li>• There is a more modern feel to the school, parents are welcome to help or discuss problems.</li> </ul>	<p>created a problem for others</p>
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The inspection team endorse the positive views of the parents. The inspection team shares parents' concerns about reading and acknowledges that the school is already taking positive action to remedy these concerns. It is clear that there have been problems with behaviour management in the past but the new behaviour policy and its consistent application has been instrumental in remedying these problems.

## **PART B: COMMENTARY**

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

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

1. Children enter the reception class in the September of the school year in which they are five. When they enter school they have a range of skills, knowledge and understanding within a fairly narrow spectrum, and overall their levels of attainment are about the same as would be expected of other children in this age group. Children make overall sound progress in language, literacy and communication skills, mathematical development, and knowledge and understanding of the world with some good features evident in all these areas. Generally sound progress is made in creative, physical, personal and social development. However, the rigidity of the teaching environment in some lessons, and the lack of provision for pupils to learn through experimentation, discovery and co-operative working makes it difficult for pupils to develop their creative skills fully. Their ability to co-ordinate fine movements such as fitting small pieces of construction apparatus together is hampered by too few of opportunities to experiment freely with this for any length of time. Social and personal development is hampered in some classes by the insistence on nearly silent working and the lack of opportunities for co-operative working and free play activities.
2. At the age of seven, results in the National Curriculum tests for 2000 in reading and writing were well above the national average and above average in mathematics. When compared to similar schools results in reading were average, above average in writing but below average in mathematics. There has been an improvement in test results over the last three years broadly in line with the trend of improvement nationally. Since the last inspection results have improved although they have fluctuated slightly from year to year, these changes being associated with the abilities of the groups of pupils involved. Results last summer showed a slight improvement over the previous year, this being mainly because the school acknowledged that it was a particularly high attaining group of pupils so that the most able pupils achieved the higher levels in the tests. However, there was little discernible improvement in the percentage of pupils achieving the lower levels of attainment. One reason for this was the school's reluctance to recognise the true number of pupils with special educational needs and requiring extra help. This situation has now been rectified, there has been a complete re-assessment and the number of pupils on the special educational needs register has risen to 39. The performance of boys and girls has been similar in test results and no significant difference in the performance of boys and girls was observed during the inspection.
3. In English pupils' speaking skills are sound. They are confident orally and have appropriately wide vocabulary and language skills. Pupils' listening skills are generally sound and this assists their learning as they are attentive and they usually listen carefully to adults and pupils alike. They learn well through discussion activities in English and other subjects, but do not always speak loudly enough to enable others to hear them clearly. A good example of skills development was seen when pupils were reading together and expected to change the volume of their voice according to the size of print in the book. Most pupils in Key Stage 1 enjoy reading and show confidence but are not inspired by the books they are reading. The school has been using the same reading scheme for several years and has had to dispose of a lot of old, outdated material. The school acknowledges the need for more stimulating and exciting reading books. A good selection of good quality 'big' books has been bought for literacy sessions and pupils read these with real enthusiasm during whole class sessions. Pupils' attainment in writing is sound. They have the opportunity to write in a range of styles, such as diaries, and reviews and tasks are usually well matched to meet their needs. However, targets set during a lesson are frequently not challenging enough for individual pupils and often refer to the amount of time the pupils have rather than the amount of work the teacher expects completed in that time. In an examination of pupils' past work, the quality of presentation was often below what might be expected, not because the pupils were incapable of producing better but because teachers', until recently, had been willing to accept it.
4. When compared with all schools the attainment of seven-year-olds in the 2000 National

Curriculum tests was above average in mathematics. When compared with pupils from similar schools, attainment was below average. Standards are similar to those reported at the time of the last inspection, and results over the last four years show that the trend of improvement is similar to that shown nationally. Pupils make sound progress overall in mathematics because tasks are generally supported by the use of problem solving which reinforce the ideas and skills being taught. For example, pupils 'go shopping' and work out the change required from 20p or £1-00 - depending on their prior attainment. The school has focused on numeracy skills although pupils cover the whole curriculum very well and also use computers highly effectively especially in data handling and for support of specific activities.

5. The 2000 teacher assessments in science show that the percentage of pupils achieving the expected standard was above the national average. However the percentage of pupils reaching the higher level 3 was below average. When compared to pupils in similar schools standards are just below average. The pupils in the current Year 2 are achieving standards in line with those expected. Standards have declined slightly since the last inspection. Pupils work to the same overall topic in science, however, teachers do not plan together and the quality of teaching and ideas used varies between classes. This has an impact on pupils' learning.
6. The school is making good progress overall towards the targets it has now set for improvement. In the past, targets were too vague. For example : 'reduce the number of 2Cs we obtain and raise the standard to 2B or higher' and contained no ideas as to how the improvement was to be effected. The new headteacher has carried out a full school audit, realised that standards are not as high as might have been expected given the national test results and has already booked the local authority to moderate next summer's tests alongside the school. This is an astute and wise decision and should ensure a greater degree of accuracy than has possibly been present in the past.
7. Pupils make sound progress in the development of literacy, and numeracy skills. Both strategies have been implemented satisfactorily, although again there is a lack of cohesion in planning, and teachers have been working in isolation rather than as year group teams. As mentioned before, this has led to a lack of consistency in the quality of teaching and ideas used which has had a direct impact on the quality of learning by the pupils. By the school not using the specific skills of individual teachers within each team pupils are missing out on what may be more stimulating approaches to a subject. In information technology, the attainment of pupils at is average and progress is sound. The school has an appropriate number of computers, which are in constant use, and is in the process of setting up a multi-media suite. Carefully planned lessons enable pupils to be taught in pairs, small groups and even as a whole class and they make at least sound progress and demonstrate confidence in using all the equipment available. The pupils are well placed to continue this progress, as the staff are confident in teaching the skills required and enthusiastic about seizing the opportunity to use the resources whenever appropriate.
8. In history and physical education pupils achieve standards in Year 2 which are above those expected and they make good progress. History is particularly well taught and pupils cover an interesting and stimulating curriculum. For example, they are encouraged to keep a diary in character as Florence Nightingale. The pupils achieve standards that are in line with those expected in art, design and technology, geography, music and religious education. Pupils make satisfactory progress in these areas.
9. Pupils with special educational needs make sound progress in their learning, Since the appointment of the new headteacher pupils have been appropriately identified, accurately assessed and good support has been provided. This makes a positive contribution to the progress made by these pupils, particularly in their writing and number skills. Standards achieved are satisfactory in relation to the pupils' identified needs and specific targets. The targets in pupils' individual education plans are clear, specific, achievable and suitably challenging.

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

10. Overall, the attitudes, values and personal development of pupils in the school, including those with special educational needs are good. This aspect is a strength of the school and reinforces

the judgements made at the previous inspection. Most children enjoy their lessons and concentrate well. They are learning to co-operate well with each other and share experiences and ideas. This was evident in a Year 1 mathematics lesson. The teacher had given instructions about five tasks, requiring to be completed, to compare heavy and light objects, by weighing them on scales. Working in groups of boys and girls, most pupils carried out the tasks and recorded the results correctly, in detail. However, they were amazed when a pair of scissors was found to be lighter than a small paper book! The attitudes of pupils with special educational needs are good in lessons because work is matched to their prior learning and they receive good support.

11. Behaviour in and around the school is also good and there has only been one, short term exclusion in the previous twelve months. Since the new headteacher has been at the school she has drawn up a new behaviour policy and involved all of the pupils in its formulation. Parents, staff and governors were also consulted. The rules are prominently displayed throughout the school not just in classrooms, so that parents and any visitors are aware of them. They are positively constructed and consist of 'We will...' rules rather than 'You will not....' This is an improvement since the last inspection when some parents complained of being unaware of the school's behaviour policy. From the various playtime and lunch sessions observed, no instances of oppressive behaviour were witnessed. Most children realise that if you hurt someone they will naturally want to hurt you back. A large majority of pupils are kind to each other and play very well as pairs or in groups. They skip, play tag or act as make believe families. Within classes pupils generally get on well together. They respect each other's views and, particularly when working in groups get ideas from each other. In one under fives, mathematics lesson, two girls were making cut out models from play-dough. When they had made so many they agreed to stop and count each other's totals, helping each other calculate. The good behaviour of the pupils directly enhances their potential to learn.
12. The pupils like their school and appreciate its history. They respect their very pleasant surroundings and no signs of litter or graffiti were witnessed within or without the school during the whole inspection. All staff are very well known and respected by the children and this is reciprocated. Relationships throughout the school are good and contribute towards the constructive atmosphere in which the children can learn.
13. Pupils are given the chance to display some initiative and are gaining a sense of personal responsibility. This gives them an insight into the concept of becoming good, responsible citizens. They are gaining a wider view of the world as shown by their generous response to the 'Love in a Shoebox' appeal for Romania this Christmas. All pupils are allowed their say in circle time and most take advantage of this. Every class has discussed and formed its own class rules. The pupils know these rules well and are proud of their ownership. Most pupils are polite and friendly and enjoy discussing their work with you. They open doors for you and offer ready assistance in finding the way around the building.
14. Attendance is good and has a positive impact on learning. Figures are above the national average for this type of school and absences are below the national figure. Methods of recording are being revised and improved and the school has no unexplained absence trends and recording of unauthorised absences now takes place separately and accurately. The majority of pupils arrive at school and into classes on time and most lessons commence promptly. However, it was noticed during the inspection, that some teachers are interrupted whilst taking the register by parents delivering their children late and expecting to discuss problems with the teacher on the spot. This is unsatisfactory and should be discouraged.

## HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is sound overall. Of the lessons observed during the inspection nearly all were judged to have been at least satisfactory. Ninety eight per cent were satisfactory or better, and sixty per cent were good or better with ten per cent being very good. Only one unsatisfactory lesson was observed. This is a similar judgement to that made at the last inspection. Although a comparatively high percentage of lessons observed were of good quality and many contained good features it was evident from the examination of pupils' work, and teachers' planning that this has not consistently been the case during the term. It is evident that some teachers, particularly those that are relatively inexperienced, require further support in order to understand fully the principles of good teaching. The headteacher has already recognised this and arranged a monitoring programme as well as an appropriate programme of visits to similar schools and visits to classrooms where they may observe the best practice in teaching.
16. All classes are taught as single age group classes. This is appropriate but not as effective as it might be. Teachers have only recently been introduced to forward short term planning and for this term have been planning their work individually, using a common scheme of work. Whilst planning is of a sound quality, by not working together as year group teams it means that there is not yet a sharing of expertise and ideas. This results in some lessons being a good deal more stimulating for the children in some classes than in others. For example, a numeracy lesson on time in one class was quite sound and pupils learned how to advance times and move them back fairly effectively. In another class the teacher linked the work to 'Santa's flight times' for Christmas Eve. This caught the pupils' imaginations, they were stimulated and inspired and made good progress throughout the lesson, learning in an exciting and interesting way.
17. Literacy and numeracy lessons have been implemented satisfactorily according to national guidelines, with some modifications to meet the particular needs of the school. For example, there has been a special emphasis on improving the quality of all pupils' reading. The school's strategy has been appropriately modified and supplemented to reflect this. Effective reading records are now kept and parents are included in their children's reading programme. Reading books are sent home each night and pupils are heard to read regularly at school. This is having a positive impact on pupils' progress although the introduction of a wider range of reading books would help this still further. Regular mental mathematics at the start of each session helps improve the pupils' recall of number facts. Pupils are enthusiastic and this is fostered in some classes by the provision of challenging tasks, which stimulate and interest them. However, sometimes mental tasks set are boring and unchallenging such as just recognising numbers to ten, and some teachers do not match questions closely to individual pupils' abilities. The setting of individual targets for pupils in literacy and numeracy is appropriate, but the targets are often not specific enough and do not specify exactly how much work the teacher is expecting to be completed in a given time.
18. Where teaching and learning were good a number of factors contributed to this.
  - Lesson planning is clear with learning objectives set out clearly and shared with all pupils at the start of each lesson. These are sometimes, but not always revised at the end of the lesson when outcomes are assessed.
  - The teachers know their pupils well and implement the behaviour policy extremely effectively. On her arrival, the headteacher found that in the past pupils have enjoyed a laxity of approach, which has resulted in some unacceptable behaviour in the classroom. This is now very firmly dealt with and there is an effective system of sanctions and rewards.
  - Tasks prepared are imaginative, and reflect the teacher's knowledge and enthusiasm for the subject. For example, in the Year 2 history lessons about Florence Nightingale, the teacher's enthusiasm and interest fired the imaginations of the pupils.

- Teachers use a range of appropriate methods of teaching, including individual, paired, whole class and group work as appropriate. Questions are used effectively to probe pupils' knowledge and assess what they know and understand.
  - When pupils are interested and inspired they work hard, enthusiastically and with real interest producing a good amount of high quality work.
19. Teaching overall however, is sound and there are a number of weaknesses observed in a number of lessons or in pupils' work which should be addressed.
- Although teachers have a sound knowledge of pupils' attainment their formal assessments are not always effective enough. This means that for some of the time tasks are planned which are not sufficiently challenging and individualised to meet the needs of each child within the overall context of the lesson.
  - Teachers do not always have high enough expectations of what the pupils can achieve and sometimes, in an effort to positively reinforce the school's behaviour policy they over praise work which is really only of a mediocre standard. The use of words such as 'excellent' and 'super' will quickly lose their impact if they are over-used.
  - Standards of presentation are often too low. For example, one piece of work which had capital letters in the middle of words and was poorly presented and written was commended as being 'super work' - when it quite clearly was not for this particular pupil.
  - Although support staff are generally well used during group work sessions they are not always used to the full during whole class teaching. For example, they do not specifically observe the pupils they will be working with to ascertain what they appear to be taking in or whether they seem to be having difficulty or even whether they are paying attention to the teacher!
  - The approach in the reception classes was often too formal, with children expected to sit working at tasks at tables for too long at a stretch. They have too little opportunity to explore and investigate for themselves and as a result their personal, creative, social and physical development is slowed.
20. The standards of teaching are similar to those at the last inspection. The unsatisfactory elements of teaching at that time were similar to those identified on this occasion however; i.e. lack of challenge for some pupils. It was also noted that teachers would welcome more opportunities to adapt and evaluate new initiatives and methods. This has not happened until recently, because although teachers went on courses they had insufficient opportunities to disseminate what they had experienced amongst colleagues, or put into practice what they had learned.
21. Teachers have a satisfactory all round knowledge of the subjects they are teaching. The teaching in English, mathematics and science is of sound quality overall and pupils make satisfactory progress. Teaching in most other subjects - art, design and technology, geography, and religious education - also sound and pupils learn effectively. Teaching is generally good in history and physical education. Although the teaching in information and communications technology is sound overall, some of the teaching is of good quality and the school benefits from the deputy head being a trainer for the subject. This is enabling the staff to gain a good amount of confidence and expertise and they teach the many elements of the subject well. The school will also benefit from the new multi-media room which is near completion and will enable pupils to be taught information and communications technology in smaller groups than at present. Teaching in music, although sound overall, also benefits from many staff having some expertise. However the school does not fully utilise this when planning lessons. In the few instances observed where staff do exchange classes in order to share expertise pupils benefited and made good progress in the lessons.
22. Pupils with special educational needs learn effectively and receive good support in class. Teachers are fully aware of the targets for these pupils and incorporate them into their lesson planning. Learning Support Assistants give effective support in lessons. The teaching of pupils for whom English is not their first language is satisfactory and they make sound progress. Ample speaking and listening opportunities are provided for them and they receive sound support from the appropriate outside services.



23. An appropriate amount of homework is set for pupils. Parents are very supportive of the school's homework policy. They have welcomed the use of reading diaries as a means of two-way communication and appreciate this chance to help their children with their education.

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

24. The school meets the statutory requirements to teach all subjects of the National Curriculum as well as religious education. The curriculum provides a satisfactory range of learning opportunities for all pupils and addresses the needs those requiring additional support because they have special educational needs. The school is not always successful in meeting the needs of higher attaining pupils. The curriculum for children under five is satisfactory. Children are provided with a range of activities in all recommended areas of learning, but there is insufficient emphasis on developing their creative, physical, personal and social skills.
25. Appropriate emphasis is given to personal, health and social education. Pupils are taught about the dangers of some drugs and the benefits of others such as inhalers, when used correctly. The governors have approved a policy for the teaching of sex education.
26. The school has adopted nationally approved schemes of work as the basis for its own planning and these provide satisfactory support for teachers when planning lessons. However there is a need to revise many of the policy documents as they do not all reflect current practice. The school is well aware of this and a programme of review has already been written in to the school's development plan. The frameworks for numeracy and literacy are used effectively and national guidance for non-core subjects has been adapted. Planning for science has recently been modified to meet recent changes in National Curriculum requirements, but further review is planned to finalise the scheme of work. For religious education the school effectively follows the locally agreed syllabus.
27. Teachers within year groups plan half termly the topics to be covered. However opportunities to strengthen planning further, by planning short term weekly lessons together, are missed. This is because the headteacher felt it was important that teachers should become used to planning in advance individually before moving on to planning together. The inspection team appreciates that changes should be paced carefully but judges that teachers and pupils would benefit from shared planning. Shared subject knowledge and expertise would prevent some of the inconsistencies in the depth to which pupils are taught and the ways in which they record their work.
28. Appropriate emphasis is given to the planning of numeracy and literacy. The school has embraced the national frameworks well and most pupils achieve the expected competencies in number and literacy by the time they leave the school. However, insufficient attention is given to the use of drama and role-play in Key Stage 1 and to writing in all curriculum subjects. There are particular strengths in the area of history, physical education, music and information technology, because of the specialist knowledge in those subjects.
29. Provision for pupils on the school's register of special educational needs is good. Their needs are carefully assessed and clearly reflected in individual learning plans. Pupils achieve satisfactory standards in relation to the targets set for them. All pupils, including those with special educational needs, have full access to the curriculum. Good procedures have been put in place this term to support the learning of all pupils, including those with special educational needs.
30. The school provides a good range of extra-curricular activities throughout the year. The choir and school band are well attended and the school plans to introduce art and computer clubs. Soccer, cricket and short tennis coaching are offered at appropriate times during the year.

31. There are very strong links with local community, which enrich the work of the school. A group of local trusts are major benefactors and provide financial and material support. The school has very good links with local sports clubs and has established good links with local businesses. It welcomes and acknowledges the contributions made through such activities such as cricket coaching and visitors from local churches.
32. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for the spiritual development of pupils is satisfactory. It is promoted through acts of collective worship and religious education lessons when pupils are given time to reflect and invited to join in prayers. This represents an improvement since the previous inspection when pupils were not so involved in assemblies. Pupils are given good opportunities to share special moments in their own lives. Music is played to set an appropriate reflective tone and pupils respond well, entering and leaving the hall quietly. During the inspection an Advent ring provided a good focal point and pupils enjoyed lighting the candles in preparation for Christmas. The quality of the singing in assemblies is uplifting and raises the spirit. However, opportunities for pupils' spiritual development are not built into lesson planning and most teachers miss opportunities for quiet reflection within lessons.
33. The school's provision for moral development is good. Pupils agree school and class rules and these are displayed on the walls of their classrooms. Teachers regularly reinforce them and encourage good behaviour through effective use of praise for pupils behaving well. They also recognise good behaviour and achievements through assemblies and award systems, such as "Golden Time," stamps and stickers. Teachers are good role models for their pupils, treating them with respect at all times. Teachers expect pupils to behave well in lessons and around the school and as a consequence they do.
34. The provision for social development is good. It is promoted from the time pupils enter the school. They are encouraged to take responsibility for a variety of tasks in classrooms and enjoy being helpers. For instance, in a Year 2 class two "special" people are chosen each day and they are the class assistants. They take these responsibilities very seriously and are very efficient. Pupils are given good opportunities to work together in many subjects including information and communications technology, where they share computers and produce a picture or alter font sizes and types. The school arranges a wide range of visits, which help to develop pupils' social skills and invites visitors in to school to work with the pupils. Pupils are encouraged to think of others by supporting charities such as Guide Dogs for the Blind, the NSPCC and RSPCA. They are also encouraged to support others in the wider world community. For instance, they have taken joy and delight in filling shoeboxes for children in Romania.
35. Pupils are provided with satisfactory opportunities to develop their knowledge and appreciation of their own and other cultures. This has improved since the previous inspection when there were "limited opportunities to enhance pupils' ethnic and multicultural understanding." Visitors from the local community enrich the pupils' knowledge of their own culture. Pupils visit the library, the local churches, and shops. In art, pupils study an appropriate variety of Western artists. Pupils learn about Judaism as well as Christianity. Year 2 pupils study life in the Indian village of Chembokalli.

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

36. Overall the school has satisfactory procedures for child protection and for ensuring pupils' welfare. These help to provide a safe and caring environment within which the pupils can learn. These procedures compare well with those commented on at the previous inspection. Child protection procedures are sound. The headteacher is the named person and she is well trained. However, although the deputy headteacher has some experience, neither she, nor any other members of staff, have had any relevant training. The school follows the relevant county guidelines and all staff are aware of these guidelines and also to whom to turn if necessary. Good use is made of local social services facilities and documentation maintained is useful and relevant.
37. The school supports its pupils well. The headteacher and named governor have ensured that a

very detailed health and safety risk assessment is in operation. Currently the school has a very concise health and safety statement but a complete and updated full policy is being formulated. All portable electrical, physical education and fire equipment is 'in date' tested and recorded. Fire evacuation procedures are held regularly and documented. All relevant escape routes from the school are well marked and accessible. Currently, the school is aware of problems with asbestos lagging and has made arrangements for its removal early next term, although it is not in areas accessed by pupils and in no way impinges upon their safety. The school makes very good use of outside professional help. For example, the local police make regular visits to the school and talk to the pupils about Stranger Danger and Road Safety. There are also frequent visits from the school nurse, the educational psychologist, physiotherapist, language therapist and the behavioural specialist. These all have a beneficial effect on the learning of pupils with special educational needs. The school's accident and medicine procedures are very effectively dealt with. There are currently three, trained first aid personnel and all pupils know where to go and to whom in the event of them being injured or hurt.

38. School lunch is served and consumed in hygienic conditions. Good support is provided from midday assistants at lunch and staff at playtimes. There are sensitive arrangements for pupils joining the school or moving into the junior school.
39. The school has satisfactory procedures for monitoring and improving attendance and this has had a direct effect on the pupils' good attendance. Registers are now marked in accordance with current procedures. However, at present, registers are not being returned to the school office after marking. The school is aware of the need to do so and a new routine will be introduced next term, when registers will be computerised.
40. Currently the school's lateness policy allows pupils to come into school without being recorded at the school office. This is unsatisfactory and as a consequence too many pupils are entering class late in the mornings, disrupting registration and the start of the day routines.
41. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour in the school are both good. As a result behaviour, as already stated, is a strength of the school and incidents of bullying are low. The school has revised its behaviour policy and all pupils and staff have been consulted. Rewards and sanctions are appropriate. Support for pupils is always available and within classes the majority of teachers display good, effective disciplinary procedures and manage pupils well. Where the school does have isolated incidents of bullying it takes very fast and appropriate action such as soliciting the help of the local behavioural support team.
42. Pupils' personal development is satisfactorily supported by appropriate procedures. The headteacher meets with all members of staff at least every ten days to discuss individual pupils. They talk about, academic and non-academic achievements, personal and any other known problems that pupils may have. In addition each pupil has a record of achievement profile, which the school is currently building up. Although the school does not, at present have a Personal, Social and Health Education Policy it does have a Health Education Statement. All relevant elements are dealt with in 'circle time' or in other lessons, such as, science or religious education.
43. There are satisfactory arrangements for the assessment and monitoring of pupils' academic progress. Pupils are assessed within six weeks of entering the school in the reception class, and National Curriculum tests for seven-year-olds provide data for analysis. The headteacher has planned already to introduce standardised reading tests in the spring term, and the school is seeking a suitable 'interim' assessment task for pupils in Year 1. Overall, procedures are transitional and have been identified as a priority by the headteacher since her appointment to the school four months ago. Teachers' own assessments of the progress pupils are making are rather ad hoc and do not follow any particular pattern. The records kept are satisfactory and do provide an indication of how pupils are progressing. However, there is no universal formal planning of what is to be assessed and when. The special educational needs co-ordinator monitors the progress of pupils with special educational needs half termly. Targets are reviewed with class teachers each

term.

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

44. The school works well in partnership with its parents. This aspect of the school has improved since the previous inspection, which stated that, 'the school needs to continue to develop closer links with parents'. This is now a strength of the school.
45. Most parents say that, their children like school and make good progress because, teaching is good and the school has high expectations of their children. They believe that behaviour is good, the school is well managed and led and helps their child become mature and responsible citizens. In addition parents feel that they are kept well informed about their child's progress and the right amount of homework is provided. A high proportion of parents claimed that they would be very comfortable with taking questions or problems to the school. Conversely however, a significant minority of parents did not think that the school worked closely with parents or provided a wide range of activities outside of lessons. Neither of these two criticisms are substantiated by the inspection.
46. The school provides a good range of information for its parents, which is appreciated by them. Each parent receives an annual Governors' Report, a school prospectus and a copy of their child's annual report. The first two of these comply entirely with statutory requirements. However, although the reports are clearly individualised and report on all subjects of the curriculum they do not, at present, show levels of attainment or targets for individual pupils. Newsletters are sent out regularly to parents and the school has an open door policy. Parents can come in and talk to the headteacher and staff at virtually any time. During the inspection however, some parents were still bringing their children into classes and talking to teachers after registration had commenced which is inappropriate. There are regular meetings at school to discuss pupils' reports and look at children's work. Most parents have now received and signed a copy of the home/school agreement. The home/school reading diaries are well used by parents as a form of two-way communication.
47. Parents whose children have individual education plans are kept very well informed by the school about their child's targets and the progress they are making. They provide considerable input into these plans.
48. Parents are involved in the work of the school. Their contribution to the pupils' learning, both in school and at home, is good and clearly enhances the children's progress. Since the headteacher has joined the school she has encouraged parents to help and a high percentage have done so. Currently they assist with art, design technology, phonics in literacy skills, numeracy, information technology, after school clubs and trips out. The school has arranged a Reading Workshop in March for its parents. During the recent building work on the school a large group of parents came in and tidied up. The school has a very energetic Parent Teachers and Friends Association, which has recently raised considerable funds at the annual Christmas Fair.
49. At the beginning of each half term the school sends all parents a list of topics. This enables them to help with their child's research skills, which most do willingly. In addition parents help their children with reading, spelling and times tables.

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

50. The headteacher, who has been in post since September 2000, provides very good leadership. She is very astute and manages the school very effectively as well as overseeing an extensive building programme, supporting three newly qualified teachers and preparing for an Ofsted inspection late in the term. She has identified and prioritised many important changes that need to be made in the school if standards are to rise. She has drawn up a plan to ensure that these are achieved within a realistic and manageable timescale. In all the upheaval and atmosphere of

change she has successfully built up the whole-hearted support and respect of staff, governors and parents. Together they are moving the school forward at a good rate.

51. The philosophy of the school has changed radically since the last inspection. Only in this term have some of the key issues from the last report begun to be addressed, for example, forward planning by teachers, making adequate provision for pupils with special educational needs, involving the governors more in the management of the school and seeing parents as partners in their child's learning. Improvement since the last inspection has been satisfactory overall, but this is due mainly to the strenuous efforts which have been made by the current headteacher. There are elements of some key issues from the last report which have not been fully addressed, for example, using a wider range of books to develop children's reading skills, and developing and strengthening the role of subject co-ordinators. These have been written into the school development plan for next term.
52. The headteacher is successfully delegating some areas of responsibility, for instance the profile of the special educational needs co-ordinator has been raised and she has put good procedures in place to address the needs of all pupils with special educational needs. She has been highly effective in raising the morale of a staff team amongst which self-esteem and confidence is at a low level because they have not previously been sufficiently consulted or involved in decisions taken. In this she has received very good support from the acting deputy headteacher. The headteacher has arranged a meeting in January to review and re-allocate the roles and responsibilities of co-ordinators so as to use teachers' expertise more effectively. For example, at the present time there is no teacher responsible for the foundation stage. She has made her intention known to all teachers that she wants to create a staff which is more fully involved and a senior management team which will share the workload and ensure that staff morale remains high.
53. The headteacher has used the literacy co-ordinator, who is an advanced skills teacher, to monitor the implementation of the National Literacy Strategy. In order to ensure that the best practice possible is followed, the programme of rigorous and regular monitoring needs to continue in order to have a positive impact on the quality of teaching and learning. Regular sampling of pupils' work is essential so that accurate assessments can be made of pupils' achievements and used effectively in setting targets for the future. Liaison has improved between the school and the junior school to which most pupils transfer, and dates have already been booked next term to assess work jointly. To ensure greater accuracy the headteacher has arranged for the national tests in 2001 to be externally moderated by the local education authority.
54. The school benefits from a supportive governing body who are appreciative of the consultative style of the new headteacher. They welcome the opportunities they have been given to be better informed. The committee structure is more effectively used and governors are becoming more involved in actual decision making within the school. In particular, the finance committee has a far greater involvement in the school's affairs than previously.
55. The special educational needs co-ordinator has assessed all the identified pupils this term and has written individual education plans with specific manageable targets. She consults regularly with the headteacher and with outside agencies, as necessary. The headteacher relieves each teacher in order that they can meet with the co-ordinator to review pupils' targets on a regular basis. These good procedures have raised the profile of special educational needs in the school and ensure that these pupils are receiving the help they need.
56. The headteacher has re-written the school's development plan. It is of good quality and provides clear educational direction with targets for continued improvement. It identifies priorities, specifies timescales, costs, responsibilities and evaluation of progress. There is a shared commitment to improving all aspects of school life and this combined with the quiet dynamic and visionary nature of the headteacher means that the school is well placed to succeed in all its incentives.
57. One of the criticisms of the last inspection report was that the governors did not sufficiently analyse the outcome of spending decisions although the school's finances were very tightly

controlled by headteacher. On her arrival at the school the new headteacher immediately arranged for an interim audit - a 'financial health -check' in order to identify any shortcomings, and priorities for action. This was a highly beneficial exercise. Several areas were identified as causing some degree of concern. For example, the budget was not directly linked with the school development plan and financial estimates had not been included. Procedures have been introduced to ensure that these have been rectified. A financial policy is being updated to ensure that all recommendations, particularly those relating to the contingency fund and virements, are included. The efficiency of financial control and school administration is now very good. The chair of the school's finance committee has been closely involved in all actions taken and has a high level of expertise which is being well used by the school. The school's finances are managed very competently by the school administrator and are now monitored very effectively by the finance committee of the governing body. Resource options are discussed and carefully monitored.

58. Specific funding allocated to the school for provision for pupils with special educational needs and those for whom English is not their first language is used appropriately. Funds allocated for the professional development of staff are being used wisely and according to areas defined in the school development plan. Most of the funding has been taken up in training for national initiatives such as the numeracy and literacy strategies but training for the school's information technology project has been appropriately provided. It is planned that greater emphasis will be placed on the dissemination of knowledge gained from attendance at courses.
59. Day to day administration is very good; office procedures are very efficient, run smoothly and support teaching and learning effectively. Effective use is being made of information and communications technology and both the administrator and headteacher have attended courses in order that they may utilise this to maximum benefit. The school has a policy of reserving hours for the administrator to work undisturbed on financial affairs each week when the school office is closed. This is efficient and extremely time effective. The school office is very welcoming and gives a very good first impression. Parents invariably receive the help they need and have no concerns about approaching the staff for help and advice.
60. The school is beginning to use the principles of best value. The monitoring systems introduced, together with the tracking of pupils and comparison of results with similar schools, enable the school to identify its priorities effectively. It consults parents and other outside bodies to seek their views. For example it consulted parents, governors and pupils when formulating the new behaviour policy. The school has begun to compare its performance with that of other schools to enable it to set targets. The school and governing body obtain the best possible deals locally for projects it undertakes and receive considerable support from the local community and businesses.
61. Overall, the adequacy of staffing is good. However, It is not a very well-balanced staff. There are only two teachers with more than ten years experience. The other teachers are either newly qualified or started at the school as newly qualified teachers. However, these young teachers are enthusiastic, keen to improve their teaching skills, highly committed and have a strong desire to take on more responsibility. There is a range of subject expertise amongst staff although this is not currently being used to greatest effect. All staff are appropriately qualified to teach the full primary curriculum. Learning support staff are effective in supporting pupils' learning, because they have been appropriately trained, are well briefed for their role, and enjoy good relationships with pupils and staff.

62. The school is owned by a local trust and leased to the local education authority. The accommodation of the school is good and allows the curriculum to be taught effectively in very pleasant surroundings, which the school uses well. There has been an extensive building programme since the last inspection which has led to improvements in toilet facilities for the pupils, extended some classrooms and greatly improved staff and administrative accommodation. However, some of the remaining classrooms are rather small and have no 'wet' areas which inhibits, although does not prevent, the teaching of subjects such as art, science and design and technology. The library and multi-media suite are very good new facilities which will be brought into full operation next term. Learning resources are satisfactory in most subjects and good for music and physical education. There is only one main reading scheme used to teach children to read and consideration should be given to bringing in a modern attractive scheme, which will give more variety and scope to the pupils and motivate pupils and teachers alike.
63. The newly appointed headteacher recognises the importance of professional development for all the staff and has arranged for several representatives from the local education authority with particular expertise to lead whole staff in-service training next term. There are very good procedures for the induction of new staff and effective provision for training. The school welcomes students from Strode College and university departments for practical placements. The school is well prepared for the introduction of performance management.
64. The school is undergoing considerable change at the present time. It has made satisfactory progress since the last inspection, but very good progress in the last three months. Because of the whole-hearted commitment of the staff, parents and governors to raise standards, and the very good leadership of the headteacher it is very well placed to make further improvements.

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

65. In order to raise the quality of education provided by the school, the governors and headteacher should :
- (1) Raise the confidence and self-esteem of the staff by :
- encouraging them to attend courses relevant to their needs and ensuring that they have the opportunities to follow best practice in their own classrooms; (paras: 15, 20, 63, 68, 96)
  - re-negotiating the roles of subject co-ordinators as planned, in order that teacher expertise and interest are fully utilised. (paras: 52, 61, 108, 115)
- (2) Improve teaching in English, mathematics and science in order to raise standards by :
- improving the standard of short term planning to ensure consistency in teaching across all classes containing pupils of a similar age; (paras: 5, 7, 16, 27, 68)
  - having higher expectations of what pupils are expected to achieve in group work in literacy and numeracy; (paras: 3, 17, 19, 91)
  - improving the standards of presentation; (paras: 19, 92, 100)
  - using support staff more effectively during sessions of whole class teaching. (para: 19)
- (3) Improve consistency and overall standards within the foundation stage by:
- appointing a teacher with overall responsibility for the foundation stage. (paras: 52, 69.)
  - providing more opportunities for play activities in order to improve children's personal, social and creative development. (paras: 19, 24, 67, 72, 74, 80, 81, 83, 85)

66. In addition to the above the governors, headteacher and staff should consider the following issues :
- (1) To provide further training for staff in child protection procedures. (Para: 36)
  - (2) To take steps to improve the punctuality of pupils in the mornings. (Para: 14)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	50	38	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		223
Number of full-time pupils eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		39

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	54	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	46	49
	Girls	35	29	38
	Total	78	75	87
Percentage of pupils at NC level 2 or above	School	85 (87)	91 (84)	94 (93)
	National	79 (77)	83 (81)	86 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	50	49	52
	Girls	37	38	38
	Total	87	87	90
Percentage of pupils at NC level 2 or above	School	94 (88)	94 (95)	98 (96)
	National	84 (82)	88 (86)	88 (87)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	20.3
Average class size	23.7

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

Total number of education support staff	8
Total aggregate hours worked per week	145

### **Financial information**

Financial year	1999/2000
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	£
Total income	416451-00
Total expenditure	403424-00
Expenditure per pupil	1608
Balance brought forward from previous year	14731
Balance carried forward to next year	27758

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

### **Questionnaire return rate**

Number of questionnaires sent out	223
Number of questionnaires returned	63

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	0	2	0
My child is making good progress in school.	54	40	4	2	0
Behaviour in the school is good.	40	57	0	0	3
My child gets the right amount of work to do at home.	37	49	8	2	4
The teaching is good.	56	40	2	2	0
I am kept well informed about how my child is getting on.	30	57	8	3	2
I would feel comfortable about approaching the school with questions or a problem.	62	33	3	2	0
The school expects my child to work hard and achieve his or her best.	46	49	3	0	2
The school works closely with parents.	38	43	16	0	3
The school is well led and managed.	41	48	8	0	3
The school is helping my child become mature and responsible.	38	57	3	0	2
The school provides an interesting range of activities outside lessons.	24	40	17	6	13

### **Other issues raised by parents**

No other issues were raised by parents.

## **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**

67. From documentation examined, children's attainment on entry is in line with the county average, though inspection shows that many children have well developed skills in speaking, listening and some areas of mathematics. They enter school with the confidence to get on with tasks. Their level of attainment in literacy and numeracy means that they are well placed to make satisfactory progress as a result of range of activities offered. They settle quickly into school and make sound progress in all the areas of learning, although this is better in language, literacy and communication, mathematics and knowledge and understanding of the world. There are currently insufficient opportunities for pupils to develop their personal and social skills in some classrooms and there is too little emphasis on some aspects of their creative and physical development. Those who find aspects of learning more difficult are quickly identified and offered good programmes to support their learning and they make good progress.
68. Nearly all the children have had some type of pre-school experience before they begin school in the September prior to their fifth birthday. Two of the classes are taught by teachers who are inexperienced, but who are very keen and enthusiastic about their work. However, they have had little opportunity to observe best practice in their own, or other schools, and put into practice what they have seen. Longer term planning is done by the whole team and ensures that all the areas of learning are covered. However short term planning is of a lesser quality and is often too formal and involves too many learning objectives for each session.
69. Teaching is sound overall and some very good teaching was observed in the class taught by an experienced member of staff. At present there is no leader within the foundation stage and this is an important omission, as it means that there is insufficient cohesion within the year group and no point of reference for the inexperienced members of the team other than the headteacher. Resources are generally sound, although there are insufficient resources for imaginative play and construction.
70. By the time they are ready to start Year 1 most children are likely to have attained all the early learning goals although only a few are likely to exceed them. Although the children have good attitudes towards their work, the teaching they receive is not of a consistently good quality which would enable them to make even better progress.
71. Many of the criticisms made at the time of the last inspection still apply and there has been little effort to address the weaknesses identified at that time. For example, it was noted that a high proportion of work was carried out sitting at tables working in groups. This still occurs in some classes and inhibits children's learning considerably. During the inspection however, the teachers showed a willingness to change, with some success, and identified for themselves the improvement in the quality of children's learning.

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

72. Personal and social development is not given an appropriately high priority, and although most of the children are well placed to meet the early learning goals by the end of the year few are likely to exceed them. Most children have established good relationships with their teachers and other adults who work alongside them. However some children do not have enough opportunities to share and co-operate within the classroom. Most tables are set with all the materials children need to carry out a task and they have little chance to select materials for themselves. For example, when making their Christmas pyramids, every stage of the task was listed for them. When playing on the floor with construction apparatus a child was reprimanded for talking to his neighbour, thus depriving him of the opportunity for social interaction and the sharing of ideas. Children are able to concentrate and behave well for sustained periods, and in one class were learning to share and play well together in the role-play corner.

73. Teachers have high expectations of the children's behaviour and provide good role models by treating all the adults and children with courtesy and respect. The start of day and registration times are often used effectively to enhance children's personal, social and emotional development and children are encouraged to talk about specific events.
74. Routines are well established and the children's well-managed behaviour enables them to learn and make sound progress. Children are developing independence in some respects, such as dressing themselves and organising their belongings. In one class, the undressing for and dressing after a physical education lesson were built in to the timetable. This was an effective use of time and children who were quick were encouraged to help those who were slower. However, pupils do not have enough opportunities to make decisions for themselves and although they may have the freedom to move between two activities they have insufficient opportunities to be independent or organise their own activities to any extent.

### **Communication, Language and literacy**

75. Children are articulate and confident and nearly all are likely to achieve the early learning goals for communication, language and literacy by the end of the reception year. The children can engage in conversation and make themselves understood. They listen to adults and their classmates when they work in large and small groups. Most children recognise written letters and know their sounds, they respond enthusiastically when one teacher says 'now who can help me with...?' and goes on to challenge children with initial letter sounds. Nearly all can copy their names and some of them can write them from memory. Some children are beginning to write isolated words in context. A good range of materials was provided in one classroom and children were able to 'write' their own Christmas greetings and invitation cards. About half were writing letters at random whilst a few were still mark making. Teachers provide role-play areas, but some of these are insufficiently used. The children make sound progress overall.
76. There is a structured approach to reading. Children take reading books home every night to share with parents. Children also have individual words to learn from small cards. This support from home and the daily small group input at school mean children make good progress. The children know how a book works, they turn the pages properly and most can tell a story by looking at the pictures. A high proportion of children have some sight vocabulary, know the sounds of some letters and use these as clues to work out what the word might be. More able children read the stories in the early reading scheme books. They know the difference between a letter and a word, the letter's name and its sound. Nearly all the children say they enjoy reading. Opportunities are provided for children to use their skills. For example, a higher attaining group of pupils were writing the Christmas story with a teacher and correctly sequencing pictures and caption cards.

### **Mathematical development**

77. A range of activities is provided which enable children to develop their mathematical skills. Most of the children are well placed to achieve the early learning goals for mathematical development by the end of the reception year. The majority of children have good counting skills and many can count to 20 unaided. A range of strategies are used to reinforce the numbers, for example, clapping a certain number. Children are learning a wide range of mathematical language. An examination of their work shows that most understand 'more' and 'less', 'bigger' and 'smaller', 'under', 'over', 'in', and 'on'. They are encouraged to use the correct vocabulary during lessons and the mathematics board in each classroom reinforces this.
78. Most children know the names of familiar 2-dimensional shapes and higher attaining children can remember their 3-dimensional equivalent. Nearly all can remember the name of a cube, but few remember the names of a cylinder or sphere. They recognise 2-dimensional shapes within common 3-dimensional shapes when they are using them to print Christmas cards, for example, using a triangle for a Christmas tree. A wide range of activities is provided to reinforce the children's learning. They make cubes using card, make shapes from play-dough as well as identifying shapes within a more formal topic workbook. They are encouraged to use correct terminology and a few children remember the word 'face'. The computer is used well to reinforce

learning and children use an appropriate program to build specific shape pictures. The wide variety of activities and the children's enthusiasm and interest enable them to learn effectively.

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

79. In knowledge and understanding of the world, teachers make sound use of resources to promote children's interest and learning. For example, in a lesson about keeping healthy the teacher used a big book closely related to the subject and through good quality questioning the children showed that they understood that they need sleep, exercise and food. Children went on to talk about the food that they eat, favourite foods, and some children could say why some foods were better for you than others.
80. Children are developing basic geographical skills. They can sort furniture into appropriate rooms of a house, and draw a very basic plan. They have made jointed figures in design and technology using split pins. However there is evidence that children do not have enough opportunities to develop their own cutting skills and support staff are too ready to 'tidy up' their cutting or do it for them. Although the work might look more expert, this is not appropriate, as children will not learn without practising for themselves. Children are developing good computer skills and most can handle the mouse confidently. They have designed their own 'Teddy' for attractive calendars; they use a variety of programs to reinforce work in literacy and mathematics.

### **Physical development**

81. Children make sound progress in their physical activities and they should achieve the required stage of physical development by the end of the reception year. However, there are too few opportunities for the children to develop their manipulative skills in the classroom. They are beginning to use scissors properly, but have too little practice at doing so. Their control, when using paintbrushes are sound, but when using pencil and crayon is not so good, and colouring is often scribbled and messy. When changing for physical education, children show they need practice in dressing and undressing independently as several have trouble with buttons and zips.
82. Children's co-ordination of their whole bodies is better than their fine manipulative skills, and in physical education they show enthusiasm and interest. They respond well to the music in a taped dance programme, and show a highly sensitive interpretation for such young children. This is due to the ideas and encouragement and very good instruction and guidance given by the class teacher whose own enthusiasm shines through. When working on apparatus they show they can hop along a bench and jump off it in a number of ways, assisted well by supporting adults who ensure that the activities are carried out safely. They use space well and run around safely with growing confidence, dexterity and enjoyment.
83. There is a good range of large outdoor apparatus on which pupils have good opportunities to develop their skills. However for more all round development a wider range of opportunities and equipment is needed in the classes to develop independent manipulative skills.

### **Creative development**

84. There are sufficient activities planned to help children make sound progress in this area and most are likely to attain the required level by the end of the reception year. They were printing Christmas cards, using a wide range of shapes to make, robins, snowmen and Christmas trees. They have made plate pictures using pasta shapes which show some originality. In one class children were painting themselves as part of their project on keeping healthy and showing good colour mixing skills and control of their paintbrushes.
85. However, much of the art work in the classrooms shows evidence of too much adult participation. Attractive advent stars have been made, but all have been pre-cut out, a number board shows coloured fish, and water creatures but again although the children have painted these they have all been pre-drawn and cut out. Christmas puppets were coloured by children - often not very well, and again they had not cut them out. The quality of the art and colouring shows that children are

not having enough chances to practise and not enough emphasis is put on this important aspect of the foundation stage curriculum.

## **ENGLISH**

86. Standards in reading and writing have been maintained since the last inspection and continue to be in line with the national average. Results in reading in the 2000 national tests were well above those attained nationally, although average when compared to those in similar schools. Results of writing in the 2000 national tests show standards to be well above the national average, and above the average in similar schools. However, standards seen during the inspection do not indicate similar results for this year.
87. Pupils enter the school with the full range of ability and overall their attainment on entry is in line with the national expectations for four-year-olds. By the time the pupils leave the school standards are in line with those expected of seven-year-olds.
88. Pupils are presented with frequent opportunities to develop speaking and listening skills during the literacy hour and across the curriculum, and this results in pupils reaching the expected standard. Pupils are keen to answer questions, express their ideas and share their work, but teachers do not always impress upon them the need to speak loudly enough so that everyone can hear what is being said. A good example of good skills development was seen in a Year 1 class reading 'We're going on a bear hunt' with expression and intonation, increasing and decreasing volume according to the size of the print.
89. Pupils attain satisfactory standards in reading by the time they leave the school. Some good teaching of reading skills was seen during the literacy hour, but reading is not an exciting stimulating experience for pupils at this school; the main reading scheme is rather outdated and does not sufficiently motivate pupils. During a shared reading session Year 2 pupils read the Big Book Cinderella Story fluently and show an understanding of punctuation.
90. Standards in writing are sound signifying satisfactory achievement for most pupils. Higher attaining pupils in Year 2 write a diary as if they were Florence Nightingale using interesting vocabulary, correct punctuation and spelling most words accurately. Average pupils can change the tense of verbs, and write sentences using present and past tense. Pupils with special educational needs make satisfactory progress because work is well matched to their prior learning and they receive effective support from teaching assistants.
91. The teaching of literacy is satisfactory with some good features. These include planning of individual lessons, good strategies for managing pupils' behaviour, very good questioning skills and lively interesting introductory sessions. There are some areas needing improvement that recur in several classes. Expectations are not high enough in many classes. In a Year 1 class, pupils benefited from a good guided writing session and all pupils should have written at least two sentences with the more able pupils writing much more. In fact, pupils were given praise if they had only completed one sentence. Teaching is frequently very thorough, for example spelling words such as cat, dog and tin and using simple punctuation correctly, but sometimes the pace is rather slow and pupils begin to lose interest. The pace sometimes slows further when pupils are expected to work independently. In some classes, teachers have good strategies to help pupils to be successful writers, for example key words, story beginnings, words and phrases relevant to the task, are attractively displayed and are easy to use. However, this is not consistent. In other classrooms words displayed are too close together, the print is small and words are not relevant to the task in hand. Teachers' planning is good and follows the National Literacy Strategy. Teachers do not currently plan as a year group and this means there is insufficient consistency across the year group and does not allow best practice to be shared. Marking is variable. In some classes it consists of stickers – super, brilliant, excellent – even when there are errors which pupils should be able to correct. In other rooms symbols of marking are clearly displayed so that pupils can begin to see how successful they have been. Marking is not yet closely enough linked to precise learning objectives.



92. Standards in handwriting are unsatisfactory for many pupils. In the foundation stage pupils are learning to write letters correctly but this is not maintained in Year 1. There is insufficient teaching of handwriting and too much practice of handwriting using photocopied sheets. Writing is often very large and untidy and there is little access to lined paper and guidelines in Year 1 and Year 2. Pupils are not introduced to a cursive script sufficiently early which means that pupils in Year 2 struggle when attempting to join their writing.
93. Some good teaching of spelling was seen in many lessons with pupils being taught to listen to sounds carefully and write each sound they hear. The look, say, cover, write, check approach is also used and pupils reach the expected standards. However, in a Year 2 spelling test, half of the pupils made many errors and this may indicate that the commitment to learn spellings is not high enough.
94. There is a sound contribution to literacy by other subjects, for example in history pupils wrote a diary as if they were Florence Nightingale. They word process their work and practise basic skills by using appropriate computer programs.
95. The National Literacy Strategy has been implemented successfully, but regular and rigorous monitoring is necessary to improve the quality of teaching of basic skills. Many of the teachers have not had the advantage of all the literacy training available and would appreciate opportunities to develop their skills further. The school has invested in some good literacy resources, for example, attractive Big Books, and whiteboards, but the provision for teaching reading needs considerable extension.
96. The management of the subject is sound. The headteacher has carried out a careful analysis of test results and monitored teaching and learning in the classroom. This has enabled appropriate priorities for improvement to be identified.

## **MATHEMATICS**

97. Standards reported following the Year 2000 National Curriculum tests, show attainment to be above the national average, although below the average for pupils in similar schools. Pupils in Year 2 now attain the standards expected for their age. Information from the school indicates that there was a high proportion of higher attaining pupils last year. This may account in part for the difference in standards seen, but there are also some weaknesses in teaching, which prevents progress from being greater. Pupils with special educational needs make satisfactory progress and achieve appropriate standards. Overall standards have been maintained since the last inspection.
98. No work from the previous year was available for analysis but pupils currently in Year 2, sequence numbers to one hundred in the right order. Few work with numbers beyond one hundred. They add and subtract single and two digit numbers to twenty and apply this skill to practical situations, for example when finding change from twenty pence. More able pupils work with coins to a higher value than £1 and solve simple word problems to find their cost of the shopping.
99. Pupils understand and use mathematical terms such as longer, heavier and are beginning to use standard units of weight and length. Pupils know the names of two-dimensional and some three-dimensional shapes and describe the numbers of 'faces' and 'edges' they have.

100. The overall quality of teaching and learning throughout the school is satisfactory. In some lessons teaching was good. None of the teaching seen was unsatisfactory. Learning is better in those lessons where teachers provide more interest and challenge in the work. In a Year 2 lesson the teacher introduced the idea of grouping data with a good mental arithmetic game in which pupils had worked out why certain numbers were grouped together. This tested pupils' understanding of multiples of ten and of odd and even numbers and provided a good introduction for the data handling which followed. This kind of purposeful teaching is not always evident however and sometimes the mental arithmetic sessions are not rigorous enough to challenge and help pupils consolidate new skills. In a Year 1 lesson where pupils were comparing 'longer' and 'shorter' lengths the teacher did not capitalise on the opportunity to link this with 'bigger' and 'smaller' numbers during the mental session. Pupils were not challenged by the task of simply recognising numbers to ten. Teachers generally plan lessons thoroughly. There is good consistency between what pupils are taught within year groups but differences in approach to topics sometimes affects how well pupils are motivated to learn, because teachers do not always share ideas or evaluate lesson outcomes together. In a Year 2 lesson for example, working out 'Santa's flight times' was a more rewarding way to calculate one or two hours 'before' or 'after' a certain time because pupils were motivated by the idea and they enjoyed the task. Pupils doing similar work in another class were less enthusiastic because their work was not given the same meaning. All teachers have high expectations of behaviour and manage pupils well. Pupils are polite and work conscientiously. In some lessons however, expectations of what pupils should achieve are too low and the standard of presentation in many books is unacceptable.
101. Other subjects make a sound contribution to pupils' work in mathematics. For example, pupils learn the importance of weighing out ingredients accurately when cooking and learn how to read the appropriate scale. They record their work in science using charts and graphs.
102. The subject is managed satisfactorily by the newly appointed co-ordinator, supported by the headteacher. Areas for development are clearly identified. These include the implementation of assessment strategies, which can be used to set targets for pupils and can be shared with parents. The effectiveness of this and of the planned training for staff are to be monitored by the co-ordinator. Since the appointment of the headteacher in September 2000, there has been a review of planning. This is now rooted in the numeracy framework.

## **SCIENCE**

103. In 2000, teachers' assessments indicated an above average proportion of pupils attaining the expected level. The proportion assessed at the higher level was below average. Standards in the current Year 2 are average, with the majority of pupils in line to reach the expected level by the time they leave the school. Pupils with special educational needs make sound progress and achieve satisfactory standards. Overall standards show a slight decline since the time of the previous report.
104. In their work on materials, Year 2 pupils investigate how different forces such as bending and twisting can cause things to change their shape. Pupils learn which materials are rigid and which are flexible and record their findings using a simple spreadsheet. Pupils then decide which materials are suitable to be used in building. They distinguish between natural and man made materials and test for such things as waterproof qualities. Earlier samples of work were not available during the inspection but planning indicates a satisfactory balance between the study of materials and other areas of science such as electricity, magnetism and life processes.
105. The quality of teaching seen is satisfactory overall. In a Year 2 lesson, teaching was good because pupils were challenged to use their knowledge of how materials can be changed in order to provide a 'birthday cake' for a friend from a very limited supply of materials. Learning for those pupils was good because they applied their knowledge to solve a specific problem. Teaching of this quality is not consistent throughout the school. This is because teachers within year groups do not always plan together to agree on teaching strategies and expected standards in pupils' work. Standards of presentation vary and there are differences in how work is recorded. All

teachers question pupils effectively to assess knowledge and understanding. Relationships are good and this promotes a secure and orderly environment for pupils. Teachers' subject knowledge is generally sound, but at times resources are not used imaginatively enough in order to excite and motivate pupils

106. Management of the subject is satisfactory. Assessment procedures are under review and there is still work to be completed on the revised scheme of work. Nevertheless sound procedures are being developed, and there are plans for the recently appointed co-ordinated the monitor their effectiveness.

## **ART**

107. Work on display and lessons observed indicate that pupils make sound progress and achieve appropriate standards. This reflects the judgements of the previous inspection. However, in much of the work displayed throughout the school, particularly in the hall, there is too much evidence of adult intervention which detracts from the quality of work that pupils achieve for themselves. Pupils are given a wide range of opportunities to learn about different artists and show a very good knowledge of their lives and how they approached their painting. In one Year 1 class, pupils were able to state that Monet was born in Paris, was an impressionist painter, he enjoyed painting watery scenes and sunsets. They made good attempts at describing his method of painting and were enthusiastic when it came to trying to paint in a similar style. Throughout the school pupils are learning to express their feelings about the pictures they observe and are developing individual styles of painting although the range of media they use is somewhat limited at present.
108. The teaching observed was sound overall and had some good features. Planning is thorough and the school has a reasonable range of appropriate resources, although there is little scope for three-dimensional work at present. In the lessons observed, the teachers thoroughly discussed the subject of their work with the pupils. For example, in a lesson where pupils were learning about Monet's painting the teacher asked pertinent questions, such as 'What sort of brush strokes do you think he used?' to help them when their own chance came to paint 'in the style of..' A discussion on how pupils could achieve the effects they wished to create was illuminating and demonstrated the confidence the children have in putting forward their own ideas. Teaching allows for pupils' skills to develop systematically, and inspires pupils to work with enthusiasm and confidence at challenging tasks. Pupils learn effectively because they are encouraged to question and experiment for themselves. The expectations of the quality of work and behaviour are high. Pupils are keen, inquisitive and enthusiastic. They share materials and ideas eagerly. They work well within the constraint put upon them by the rather cramped accommodation, particularly in the classrooms without immediate access to water, and are generally sensible and behave well.
109. The co-ordination of the subject is under review at the present time and the current co-ordinator, which has managed the subject competently, although it is not her area of expertise, is due to hand over to her shadow in the New Year. The shadow co-ordinator has a clear view as to how the teaching of art should be developed throughout the school, and plans to increase the scope of art and design considerably. The school schemes of work are based on nationally approved guidelines. The teaching of art is hampered by the lack of water in some of the classrooms, which are also rather cramped. The teachers cope with this inadequacy very well but it makes basic tasks such as washing up and changing painting water very difficult

## **DESIGN AND TECHNOLOGY**

110. Seven-year-olds attain average standards in design and technology. Attainment has improved since the previous inspection. The issues raised then of improving teachers' knowledge and of broadening the resources have all been addressed. Pupils, including those with special educational needs achieve appropriately.
111. Due to timetable arrangements during the week of the inspection only one lesson was observed.

However additional evidence has been gained from looking at planning and past work and talking to pupils and the co-ordinator. Teaching was good in the one lesson seen during the inspection, but it is not possible to make an overall judgement on teaching throughout the school.

112. Pupils understand that design and technology is about developing ideas for making things and they make models as well as other objects for a purpose. Pupils' ability to generate and communicate ideas for making things improves over time. They learn to modify ideas when necessary and to evaluate the end product against original intentions. As they move through the school pupils develop ways of cutting, shaping and joining components. They appear to enjoy the subject and work sensibly and safely together. Pupils in Year 1 design and print colourful Christmas wrapping paper. In the Year 2 classes, pupils design models of the fictitious "Isle of Struay" which are well constructed and use re-cycled materials. There are also appropriate opportunities for pupils to cook. Progression in making skills such as cutting and joining is achieved due to tasks being provided which match pupils' prior knowledge.
113. The co-ordinator has improved her own subject knowledge and confidence through training and is encouraging other teachers to feel more confident with design and technology. After the previous inspection, the design and technology curriculum was reviewed and now offers a more structured progression of skills from reception to Year 2. Resources are much improved as each class now has a fully equipped design and technology box. As yet information and communications technology is not used effectively in design and technology lessons.

## **GEOGRAPHY**

114. Standards of attainment are in line with national expectations and have been maintained since the previous inspection. Pupils' understanding is built on a range of experiences, which move the pupils' knowledge from local to wider and contrasting environments. The youngest pupils make visits in the local area and record their findings pictorially. Pupils have sound skills, often developed through topics or stories, such as the Katie Morag books. Year 1 pupils consider aspects of their locality and decide that there are too many fast cars visiting the retail outlet. They use their computer skills effectively to plan a town. Pupils in Year 2 continue to explore their own locality and debate how they could improve the local services for disabled people. They extend their knowledge by learning to compare and contrast their own environment with the Indian village of Chembokalli. They identify similarities and differences between the physical features of the two locations as well as learning about the different occupations of the inhabitants.
115. The quality of teaching is satisfactory. Work is not always planned for pupils' different learning needs. As a result pupils do not make the best use of their reading and writing skills in geography lessons. During the inspection, some Year 2 pupils found listening to each other difficult and this hindered effective learning.
116. The school has a sound scheme of work to support geography teaching and learning. There is no recent policy. The subject is currently led by a reluctant co-ordinator who was allocated the task. This will be reviewed in the New Year along with the other co-ordinator roles. She feels that she is being supported very well by the new headteacher, but has not had time to improve the subject. Resources are satisfactory with good use being made of the local environment to widen pupils' knowledge.

## **HISTORY**

117. Standards in history are above those expected nationally. This is an improvement since the last inspection. By the age of seven, the pupils have a sound knowledge of how things have changed in the last hundred years, for example, houses, clothes, transport, everyday objects, toys. Pupils are beginning to suggest reasons for some of the changes. Pupils visited the Rural Life Museum in Glastonbury to see how cooking had changed over the years.

118. The oldest pupils have been studying famous people, concentrating on Florence Nightingale. The pupils spoke eagerly and with good recall about what they have learned. The teaching evidently motivated them from the beginning of the topic, when the teacher dressed up as Florence Nightingale and was interviewed by the pupils. This captured their interest immediately. They went on to look at books, pictures, and photographs and watch a video to learn about her life. In the concluding lesson, observed during the inspection it is clear that pupils know the significant facts of her life, the changes she made and some of the reasons why she made these changes. Some pupils wrote a diary as if they were Florence Nightingale; others sequenced pictures about her life and wrote sentences to accompany the pictures.
119. Both lessons observed were in Year 2; Year 1 classes are covering geography this half term. Teaching was good overall. Teachers provide interesting stimulating lessons, use very good questioning skills and provide challenging activities, which sustain pupils' interest.
120. The co-ordinator has reviewed the scheme of work in the light of Curriculum 2000 and incorporated nationally approved guidance. There are sufficient resources to support pupils' learning.

## **INFORMATION TECHNOLOGY**

121. At the time of the previous inspection standards in information technology were reported as being "mainly within national expectations and often below pupils' capabilities," with limited opportunities for control technology and data handling. There has been significant improvement in the provision for information and communications technology since the last inspection. The co-ordinator has raised the profile of the subject within the school and standards are in line with national expectations by the end of Key Stage 1.
122. Pupils now have regular access to computers in all classes. They are learning to load discs, open programs and use icons. Information technology is beginning to be used to support learning in other subjects. For instance, Year 2 pupils used the computer to create a graph of their favourite animals. Pupils' learning was good in the two lessons seen during the inspection. Year 2 pupils were keen to be involved in learning how to organise data to produce a graph. When editing text, they use the backspace and shift key confidently. They displayed appropriate keyboard and mouse control skills, but many pupils require support and direction from their teachers.
123. Pupils concentrate well when using computers and are keen to assist each other with problem solving. Pupils with special educational needs are often well supported by peers and additional adults and make sound progress. As assessment arrangements are only just being introduced, information about pupils' skills and understanding is not available for planning and the same tasks are usually set for all pupils, regardless of ability.
124. The quality of teaching is good. Teachers display sound knowledge and understanding and give clear instructions to pupils on using programs. They have good strategies for ensuring pupils are attentive and interventions with individual pupils are useful. They are becoming more confident in their own computer skills. The co-ordinator has been very effective in purchasing new resources and more are planned for next year. A useful policy and a scheme of work are in place. The record keeping requires further development to ensure that there is clear and precise information on what pupils know, can do and understand so that new learning is built on previous knowledge and skills.

## **MUSIC**

125. Standards in music are in line with national expectations by the age of seven although there are several strengths within the subject. This reflects the findings of the last inspection. The standard of singing throughout the school is good. Pupils sing a range of hymns and songs with enthusiasm during their assemblies. In 'praise through song', they sing tunefully and with obvious enjoyment. They show some understanding of the dynamics and the duration of phrases and apply these to the songs and carols they are singing. The majority can beat a steady rhythm and can start and stop at a signal. The pupils in Year 1 show a developing understanding of notation and can decipher simple symbols depicting long and short notes. Pupils in Year 2 extend this further and can add a simple accompaniment to 'The Night Before Christmas' using a graphic score and simple untuned percussion instruments.
126. The quality of teaching and learning is sound overall. Many staff have some musical expertise although it is not always used to advantage. Lessons are carefully planned and teachers have high expectations of the standard of pupils' participation. They ask demanding questions and expect pupils to listen very carefully to identify, for example, whether a long or short sound is played. However, the best instruments to illustrate the sounds are not always used. As a result, pupils can become a little confused. All lessons move at an appropriate pace with a good balance between pupils listening, and playing instruments, which results in them making sound progress. The pupils generally show interest and concentrate. However the behaviour of pupils when supervised by adults other than their class teacher is not as good as it should be.
127. The subject is well and enthusiastically led by the co-ordinator. She prepares the oldest pupils for concerts, which makes a significant contribution to pupils' social and cultural development. The scheme of music is good and allows for coverage of all areas of the curriculum. Resources are generally sound.

## **PHYSICAL EDUCATION**

128. Standards in physical education are above those expected. The current focus for lessons is dance and gymnastics. In the dance lesson that was seen, Year 2 pupils achieved high standards because of very good teaching. Pupils performed dance sequences singly and with others showing good awareness of the changing moods and tempo of the music. The teacher's active participation and subject expertise contributed significantly to the good performance of the pupils.
129. Swimming lessons are provided for pupils in Years 1 and 2 during the summer term. They make generally good progress in water safety skills. Games lessons in the summer term are enriched by the contributions made for example by the county cricket club. There are plans to increase the range of coaching to include badminton and Fit Kids.
130. High standards were reported during the previous inspection. The new co-ordinator who has specialist training in physical education is committed to maintaining those standards and has sound plans to develop the subject in the longer term. Indoor and outdoor facilities are good and the subject is well resourced.

## **RELIGIOUS EDUCATION**

131. Only one lesson was observed during the course of the inspection so judgements made are based on the examination of pupils' work, teachers' planning and conversations with pupils. Attainment in religious education is in line with the requirements of the locally agreed syllabus. Standards identified in the previous inspection have been maintained.
132. Pupils are making satisfactory progress in learning about religious and moral issues. By the time they leave the school, pupils, including those with special educational needs have an adequate

understanding of Judaism and Christianity.

133. Younger pupils enjoy listening and acting stories from the Bible, for instance "The Nativity." Pupils are learning to understanding about caring for other people by well-chosen Bible stories. They think of children, less fortunate than themselves by sending "Love in a Box" gifts to children in Romania. They learn about the work of Mother Theresa and write poems about Hanukkah.
134. The quality of teaching, in the one lesson seen, was satisfactory. Good use was made of knitted Nativity figures to enhance the telling of the Christmas story. Appropriate worksheets were used to record pupils' learning, although some pupils were not clear about drawing five pictures to show that Christmas is coming.
135. The subject co-ordinator has a good grasp of, and vision for, the subject. She has carefully planned a scheme of work, which complies fully with the locally agreed syllabus. The co-ordinator provides good support to other teachers. However, she has had few opportunities to work alongside colleagues or to monitor the pupils' understanding. Information and communications technology is not used in religious education. Resources for the subject are satisfactory, and have improved considerably since the last inspection, especially artefacts of the different religions. Religious education is supplemented by regular acts of collective worship and the local vicar and other religious leaders are regular visitors to the school. Pupils contribute well to assemblies by sharing thoughts and experiences. Acts of collective worship make a positive contribution to the pupils' spiritual development.