

INSPECTION REPORT

WOOD FARM FIRST SCHOOL

Oxford

LEA area: Oxfordshire

Unique reference number: 123074

Headteacher: Mrs Carol Price

Reporting inspector: Mr George Crowther
18814

Dates of inspection: 2nd – 5th October 2000

Inspection number: 225074

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 to 9
Gender of pupils:	Mixed
School address	Titup Hall Drive Headington OXFORD
Postcode:	OX3 8QQ
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Catherine Griffin
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
George Crowther <i>Registered inspector</i> 18814	Mathematics Art Music Religious education	What sort of school is it? The schools results and achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
Norma Ball <i>Lay inspector</i> 9391		How well does the school care for its pupils? How well does the school work in partnership with parents?
Anna Curtis <i>Team inspector</i> 27225	English Geography History Physical education Equal opportunities Special educational needs	How good are the curricular opportunities offered to pupils?
Jan Martin <i>Team inspector</i> 29844	Science Design and technology Information technology English as an additional language	How well is the school led and managed?

The inspection contractor was:

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The Registrar, Inspection Quality Division, The Office for Standards in Education, Alexandra House, 33 Kingsway, London. WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wood Farm is a small, community First school for boys and girls who are 5-9 years old. It has 104 full-time pupils. Numbers have fallen since the last inspection when there were 160 pupils. The proportion of pupils eligible for free school meals is above average. Taken together, pupils' attainment on entry is below that found nationally. Thirty-seven pupils have been identified as having special educational needs, for a variety of learning and behavioural difficulties, of whom two have a statement. The proportion of pupils needing additional support is well above average. About 20 per cent of the pupils are from ethnic minority backgrounds; 16 are learning English as an additional language and receive extra support. At the time of the inspection, three of the five class teachers had recently joined the school.

HOW GOOD THE SCHOOL IS

Wood Farm is an effective school, with a number of strengths. The staff provide a positive, caring environment that supports pupils' learning well, and they work hard to encourage the significant minority of pupils who find it difficult to sustain good attitudes to learning and good behaviour. The quality of teaching is sound overall, with a number of good features, which reflects positively on the strengths of the new teaching team. Often from low starting points, most pupils achieve well during their time at the school, particularly in English and mathematics. By the time they leave the school, most pupils reach standards that are close to those expected for their ages in English, mathematics and science. However, as the school concentrates on boosting pupils' basic skills, less time is spent on other subjects. As a result, progress in information and communication technology, religious education, geography and history is unsatisfactory because the work lacks coverage and depth. Standards in other subjects are satisfactory. The headteacher leads the school very effectively, with good support from staff and governors. Effective evaluation of the work of the school, clear priorities and concerted action have enabled considerable improvements to be made. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Children get a good start to their education in the early years.
- Pupils' achievements in English, mathematics and science are good, particularly during Key Stage 1.
- Results of national tests at the end of Key Stage 1 have improved significantly.
- During a period of considerable change, the school has sustained a sound standard of teaching.
- The school has a caring approach to pupils' welfare, which supports their progress.
- The school works hard to build and sustain good links with parents.
- The headteacher has led the school very effectively in raising standards of attainment.

WHAT COULD BE IMPROVED

- Attainment is not high enough in information and communication technology, and religious education.
- The attitudes and behaviour of a significant minority of pupils are not good enough.
- There are weaknesses in the breadth and balance of the curriculum, particularly concerning the depth and coverage of work in religious education, history and geography.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

When it was inspected last in February 1997, the school was judged to provide a good environment for learning, but there were significant weaknesses in the quality of teaching and in the standards achieved by pupils. Since then, the quality of teaching has improved considerably and there has been a significant improvement in the results of national tests at the end of Key Stage 1, at a far better rate than the national trend. The school has made good progress in addressing most of the action points from the last inspection. There has been a successful focus on raising standards in English. Effective monitoring and support have resulted in improvements in the quality of teaching, and appraisal of teachers has been implemented. Attainment and progress in art at Key Stage 2, and design and technology throughout the school, have improved, so standards are now satisfactory. However, progress and attainment in information and communication technology are still unsatisfactory. The school devotes too little time to learning in geography, history and religious education, so the lack of depth and coverage in these subjects, identified at the last inspection, remains. The school is continuing to improve, and has a good capacity to raise standards further.

STANDARDS IN SUBJECTS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
reading	E*	E	C	A	well above average A above average B average C below average D well below average E very low E*
writing	E	E	B	A	
mathematics	E	D	E	D	

Pupils' attainment on entry is below average overall. Children make good progress in their first months at school but, by the time they join Year 1, a significant proportion has still not reached the standards expected nationally. Pupils continue to make good progress during Key Stage 1 and, by the time they are seven, most achieve standards that are close to the national average in English, mathematics and science. They make sound progress during Key Stage 2. Results achieved in national tests for 7 year olds were weak but have improved considerably during the last two years. The school's results for 2000 showed a sustained improvement in English, and much better attainment in mathematics, above the national average.

Inspection evidence shows attainment in Year 2 to be close to the national average in English, mathematics and science. Attainment in the current Year 4 is below average because a higher proportion of the pupils have special educational needs than in other year groups. Pupils' skills in using and applying their mathematical knowledge, and in experimenting and investigating in science, are weaker than their skills in other aspects of these subjects because they receive too little

emphasis. Pupils have sound literacy and numeracy skills, but these are

not used and developed enough in other subjects. In art, design and technology, music and physical education, pupils make sound progress across the school and reach standards that are close to those expected for their ages. However, attainment in information and communication technology, religious education, geography and history is below national expectations at the end of Year 2 and Year 4. Since the last inspection, the school has chosen to concentrate on improving pupils' attainment in English, mathematics and science, and it has been very successful. Progress and attainment in some other subjects, however, have been casualties of the main drive for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Sound overall, with most pupils interested in their work and keen to be involved in activities. However, a significant minority of pupils in each class find it difficult to sustain concentration and their attitudes to learning can be poor, particularly when required to work independently.
Behaviour, in and out of classrooms	Sound in most situations, and often good in whole-class sessions. When working independently, or in situations around the school where they are not closely supervised, a significant minority of pupils display immature or inappropriate behaviour that slows their learning and that of others.
Personal development and relationships	Relationships between pupils and with teachers are sound; pupils grow in confidence during their time at the school, but many find it difficult to use their initiative or work independently.
Attendance	Below the national average but improving.

TEACHING AND LEARNING

Teaching of pupils	aged 5-7 years	aged 7-9 years
Lessons seen overall	sound	sound

Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that strengths outweigh any weaknesses.

The quality of teaching is sound overall, with a number of good features. It was very good in seven per cent of lessons, good in 50 per cent, and less than satisfactory in only two of the 30 lessons observed. This represents a considerable improvement since the last inspection. Lessons are planned carefully, and usually include a good range of activities that hold pupils' interest and help them to make gains in their learning. Basic skills are taught effectively, for example in literacy and numeracy lessons. Teachers explain concepts and tasks clearly, and use questioning effectively to explore and extend pupils' understanding. Tasks are usually well matched to pupils' needs, so that they are able to take the next step in their learning. Whole-class sessions are well managed, and the best move at a good pace, with a high level of interest and enjoyment. In contrast, group and individual tasks are often less well organised and, in some cases, pupils do not achieve enough in this phase of the lesson. In some lessons, teachers do not make their expectations of good behaviour

clear enough, and the organisation of

learning lacks sufficient structure to ensure that pupils remain on task. As a result, some pupils lose concentration, behave inappropriately and do not make the progress of which they are capable. The good skills of classroom assistants are not always used effectively to support pupils' learning. Literacy and numeracy are soundly taught, but teachers lack expertise in some other subjects, for example information and communication technology. Teaching is sound for pupils with special educational needs and for those learning English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There are weaknesses in the breadth and balance of the curriculum. There is considerable emphasis on English and mathematics, but this leaves too little time for appropriate coverage and depth in some other subjects. Aspects of mathematics and science are not covered adequately. Extra-curricular activities enrich learning in a number of subjects.
Provision for pupils with special educational needs, and those learning English as an additional language.	Sound: pupils' needs are identified carefully, and their progress is monitored and reviewed well. Work in lessons is generally well matched to pupils' needs and they receive good support. Pupils at the early stages of learning English as an additional language are particularly well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good and is enhanced by the school's involvement in a nurturing programme. Provision for pupils' social development is good and there is sound provision for spiritual, moral and cultural development.
How well the school cares for its pupils Assessment of pupils' progress	The school provides good care and support for its pupils through a range of effective policies and procedures, including child protection. Procedures for monitoring pupils' academic progress are good, and the use of this information is sound and developing.
How well the school works in partnership with parents	The school works very hard to build and sustain a strong partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides very effective and purposeful leadership for the school and, with the help of the deputy headteacher, staff and governors, has been successful in achieving considerable improvements in the quality of teaching and learning, and pupils' attainment. The headteacher has provided effective support and direction for new teaching colleagues. Targets for future improvement are clear.
How well the governing	Governors take a keen interest in the work of the school. They are

body fulfils its responsibilities	supportive, well informed and fulfil all their statutory responsibilities. Governors visit the school regularly and play an appropriate part in deciding priorities for improvement. Their role in assisting the school to monitor and raise standards is not yet fully developed.
The school's evaluation of its performance	Good; the school has effective systems for evaluating the quality of teaching and learning, and takes appropriate action to achieve improvements. Standards of attainment are monitored carefully.
Strategic use of resources	Educational priorities are well supported through financial planning, and the school applies the principles of best value in its use of resources.
The adequacy of staffing, accommodation and learning resources	The school is well staffed, but there have been considerable changes recently. Support staff play a valuable part in enriching pupils' learning but are not always used effectively enough. The accommodation is spacious and well cared for. Learning resources are sound.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Their children enjoy going to school and make good progress. ▪ Teaching is good. ▪ The school expects children to work hard and achieve their best. ▪ The school helps children to become mature and responsible. ▪ Behaviour at the school is good. ▪ The school keeps parents well informed about their children's progress. ▪ The school is approachable if parents have concerns. ▪ The school is well led and managed. 	Parents raised no significant concerns.

The great majority of parents are pleased with most aspects of the school's work. Inspectors' judgements support most of parents' positive views, though there are weaknesses in the attitudes and behaviour of a significant minority of pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a range of attainment amongst children when they start school but, overall, it is below average compared with what is expected nationally, particularly in language skills and in personal and social development. At the time of this inspection, there were no children in the Reception year because the local authority admissions' policy is for children to start school at the beginning of the term following their fifth birthday. Nonetheless, scrutiny of children's work from last year indicates that they make good progress during their first months at school because the teaching focuses effectively on strengthening their basic skills. Observation of teaching and learning in the class containing the youngest Year 1 pupils, which is taken by the teacher who will receive the Reception children, confirmed this judgement. By the time they start Year 1, however, a significant proportion of children have yet to reach the early learning goals in some aspects of their work.
2. In the end of Key Stage 1 assessments in 1999, results in reading were close to the national average, and results in writing were above average; both sets of results were well above average when compared with those achieved by schools in similar social circumstances. In 2000, these standards were sustained, though fewer pupils reached the higher Level 3 of attainment in writing. In mathematics, the 1999 results were well below the national average, and below average compared with similar schools. Results in 2000, however, were much better, with the great majority of pupils reaching the expected standard and about a third exceeding it. Based on teachers' assessments, attainment in science was close to the national average in 1999, and above average compared with similar schools. In 2000, attainment was higher, with almost two thirds of pupils exceeding the expected standard. Although the group of pupils tested in 2000 contained more higher-attaining pupils and fewer with special educational needs than is usual for the school, results of national assessments have improved considerably since the last inspection.
3. Inspection evidence shows that attainment at the end of Year 2 is close to national expectations in English, mathematics and science, which is a marked improvement since the last inspection, particularly in English. Most pupils begin Key Stage 1 with skills that are below average, and their achievements during the key stage are good. Achievement in writing is not as strong as in other aspects of English because the range of work is too narrow. In mathematics and science, pupils make good progress in basic skills and knowledge, but their achievements in using and applying mathematics, and in experimenting and investigating in science, are not as good. Achievements in ICT (information and communication technology), religious education, geography and history are

unsatisfactory, largely owing to the lack of time devoted to them. Pupils make sound progress in all other subjects. Since the last inspection, the school has chosen to concentrate on improving pupils' attainment in English, mathematics and science, and it has been very successful. Some other subjects, however, have been casualties of the main drive for improvement, and attainment in these shows the same weaknesses found at the last inspection.

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4. Attainment at the end of Year 4 shows the same strengths and weaknesses as in Year 2. Standards in English, mathematics and science are normally close to national expectations, representing sound achievement during the first part of the key stage. However, standards in the current Year 4 are below average because the year group contains more pupils with special educational needs than is usual for the school.

5. Pupils with special educational needs make sound progress in relation to their initial attainment. In most lessons, tasks are well matched to their needs, they have close support from teachers or classroom assistants, and this enables them to make gains in their learning against the targets set for them, particularly in reading and writing. In some lessons, however, a significant minority of these pupils are not positive enough in their attitude to learning, and inappropriate behaviour can slow their progress. Other initiatives, such as additional literacy support, provide valuable opportunities for these pupils to work one-to-one with an adult, and this accelerates their progress. Pupils learning English as an additional language are similarly well supported and many make good progress.

6. Attainment in all aspects of English is close to national expectations. Pupils listen attentively to teachers, especially when sharing books, and they listen well to each other during 'special times'. They discuss and explain their learning in lessons and, by Year 4, they are confident to read and comment on their work. By Year 2, most pupils read simple texts fairly fluently and with expression, and they use a good range of strategies, especially letter sounds, to tackle words they do not know. By Year 4, higher attainers are extremely fluent, reading with great expression, but there is still a significant proportion of lower attainers who are hesitant. By Year 2, most pupils' handwriting is accurately formed and joined, they spell many common words correctly and use capital letters and full stops appropriately. Pupils write narrative using interesting vocabulary and they begin to draft work before producing a final version. By Year 4, most pupils' handwriting is fluent and legible; they spell most words accurately, and use punctuation appropriately. Higher-attaining pupils write in complex sentences and at sustained length. However, pupils are not given enough experience of the full writing process through planning, drafting, revising and proof reading prior to the final version, and the presentation of work is often poor. In both key stages, the range of writing is too narrow. Pupils' literacy skills are average, but they are not used and developed as much as they could be in other subjects.

7. In mathematics, many Year 2 pupils work confidently with numbers to 100 and are beginning to appreciate the significance of the place value of digits. A few lower attainers still find this concept difficult to understand. Pupils' work from last year shows competence in a range of calculations to 100, an understanding of simple fractions, accurate measuring, and some early work handling data. By Year 4, most pupils have a good grasp of the concepts of perimeter and area, they can measure accurately, and higher attainers are beginning to appreciate that lengths can be expressed in differing units. Pupils work from the previous year shows competence in a range of calculations to 1000,

though some of the multiplication and division calculations are at a similar level of difficulty to the Year 2 work seen. Work on fractions shows some development, but data is still represented in simple block graphs, and has not progressed sufficiently. In both key stages, pupils' skills in using and applying their mathematical knowledge are weaker than other aspects. Pupil's numeracy skills are about average, but they are not given enough opportunities to use and develop these skills through tasks in other subjects.

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8. Attainment in science is close to national expectations. In Year 2, higher-attaining pupils can set up a simple test to find out which car runs the furthest down a ramp, and a few can explain the conditions needed for the test to be fair. Most pupils know that pushing and pulling are the forces that move a car, but they find it difficult to respond to questions about predicting outcomes. Pupils' past work shows that they can sort materials according to their properties and, with help, test materials to find out if they are waterproof. By Year 4, pupils know that the earth revolving around the sun creates day and night. They talk confidently about healthy foods, and some pupils can explain why particular foods are beneficial. Previous work shows that pupils understand about life cycles, simple food chains and how minibeasts are adapted to their environment. Factual knowledge is sound, but skills in planning and carrying out tests and experiments are weaker because pupils have not tackled enough of this type of work.

9. In art, design and technology, music and physical education, pupils make sound progress across the school and most reach standards that are close to those expected for their ages. In ICT, pupils' achievements are unsatisfactory during both key stages because they do not spend enough time on the subject and there is too little emphasis on teaching skills. Pupils do not use and develop their ICT skills sufficiently through other subjects. In religious education, pupils make unsatisfactory progress because the school devotes relatively little time to teaching the subject, so coverage of the content of the locally Agreed Syllabus is fragmented. There is also too little attention to moving beyond factual aspects to explore the connection between religious beliefs and values and pupils' own lives. In geography and history, pupils' achievements are unsatisfactory during both key stages because they do not spend enough time developing their skills and little work is covered in any depth.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development are sound overall, as at the last inspection. The great majority of parents say that their children are keen to come to school and, during the inspection, pupils were soon involved happily in morning routines. In many lessons, responses are good and pupils are willing to learn. In whole-class sessions, they normally listen carefully and most are keen to answer questions. They show real enthusiasm for some activities, such as singing. In a number of lessons seen, however, particularly when pupils were required to work individually, a significant minority exhibited poor attitudes to work. They failed to settle after the whole-class session, spent time avoiding getting on with their work, and showed very weak concentration skills. This was most noticeable when these pupils were asked to write, and less prevalent when they were engaged in practical activities. These pupils' attitudes are much better when adults work closely with them. In a few lessons, weaknesses in the teacher's organisation of pupils' learning contributed to poor concentration but, in most cases, teachers tried a good range of strategies in an attempt to encourage better application. For a significant minority of pupils, often the

lower attainers, weaknesses in their ability to start work and to sustain concentration are the main cause of lack of progress.

11. Behaviour in and out of lessons is almost always sound, and often good, in response to clear expectations and consistent management by adults. However, many pupils, including older ones, can exhibit immature behaviour, such as shouting out during class discussions or playing with equipment rather than getting on with their work. A significant minority can also

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behave inappropriately, on occasion, such as becoming petulant when they feel that something is not fair or looking for ways to disrupt the learning of others. These pupils are generally identified on the school's register of special educational needs as having emotional and behavioural difficulties. Given the volatility of some pupils, it is of great credit to teachers and classroom assistants that, in most lessons, learning proceeds smoothly and any behavioural difficulties are dealt with firmly and fairly. In the playground and in the dining hall, behaviour is usually good. This is because of the well-established routines and the positive and productive relationships between adults and children. There is little sign of anti-social behaviour or aggressive play at these times. On occasion, pupils do not leave the climbing frame when play is over, or they behave rather boisterously when lining up to return to class, but these instances are the exception rather than the rule. Bullying is rare and, when it does occur, it is dealt with very effectively. Exclusions are used sparingly but appropriately.

12. Pupils who have special educational needs and those learning English as an additional language are well integrated in classes and in the life of the school. Their attitudes are just as positive as other pupils, though they lose concentration more easily. A few pupils have special behavioural needs, which can affect their learning and that of others.

13. Personal development and relationships are generally of sound quality. For most of the time, pupils play and work together well. Adults and children relate well to each other and often there is real warmth and mutual respect. The three new teachers had quickly built positive working relationships with their classes and classroom assistants. All classes have a 'special time' each week when pupils can discuss their feelings and the impact of their actions on others. The session observed with the youngest pupils provided very good opportunities for them to build their self-confidence. In general, most pupils show respect for each other's beliefs and values, and tolerance of those with special educational needs. There is a high degree of racial harmony. Older pupils enjoy taking responsibility and using initiative in completing a number of jobs around the school. Younger pupils respond well to the chance to be monitors and do jobs for staff in classrooms. Lessons, however, provide too few opportunities for using initiative and working independently, particularly for the older pupils.

14. Attendance is satisfactory at just over 92 per cent for the current year. Although this figure is below the national average, it does represent an improvement in attendance over previous years. Unauthorised absence is below the national average. Registers are taken efficiently and attendance information is reported to parents. Some parents do not ensure that their children reach school on time but, overall, punctuality is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is sound overall, with a number of good features. Lessons are planned

carefully, and usually include a good range of activities that hold pupils' interest and help them to make gains in their learning. Teachers explain concepts and tasks clearly, and use questioning effectively to explore and extend pupils' understanding. Whole-class sessions are well managed, and the best move at a good pace, with a high level of interest and enjoyment. In contrast, group and individual tasks are often less well organised and, in some cases, pupils do not achieve enough in this part of the lesson. Where teaching is most effective, there are high expectations of pupils' behaviour and what they should achieve, tasks are challenging, and pupils are encouraged to concentrate on their work. In a few lessons, weaknesses in teachers' knowledge of the subject prevent them pursuing work in sufficient depth.

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16. The quality of teaching was at least satisfactory in all but two of the 30 lessons observed. It was good or better in 57 per cent of lessons, and very good in seven per cent. The quality of teaching has improved considerably since the last inspection when about 30 per cent of lessons were judged to be unsatisfactory, and the poor, overall quality of teaching was a serious weakness. The improvement is even more commendable as, at this inspection, three of the five teachers had recently joined the school and were still building working relationships with their classes. The teaching of literacy and numeracy is good overall, but there are weaknesses in the teaching of geography, history, ICT and religious education, largely caused by the limited time allocation for these subjects. Teaching of all other subjects is sound.

17. Pupils with special educational needs benefit from sound teaching, both in lessons and when they are withdrawn for extra support. Teachers use pupils' individual education plan targets effectively to match work to their needs. In literacy and numeracy lessons, teachers generally provide appropriate activities and good support. In other lessons, teachers ensure that these pupils are involved fully in discussions, and they usually have good adult support when completing tasks. A few pupils are withdrawn for additional literacy support, which helps to consolidate their skills. Pupils learning English as an additional language are similarly well integrated and supported in lessons. A few are at the very early stages of language acquisition; they are encouraged to take part in whole-class sessions and are given well-planned activities to build their vocabulary.

18. Teachers have a secure knowledge of most subjects of the curriculum, which helps them to plan appropriate activities, explain concepts clearly and set challenging tasks. For example, in a gymnastics lesson for Year 4 pupils, it was the teacher's good understanding of how to encourage high quality performance, through demonstration and evaluating the work of others, which enabled all the pupils to improve their sequences of movements. However, in religious education lessons, weaknesses in teachers' knowledge of the subject reduced their ability to extend pupils' learning. Pupils' past work also shows a lack of emphasis on using and applying skills in mathematics and on experiment and investigation in science, which indicates that teachers are less confident in these aspects of the subjects.

19. Basic skills are taught effectively. Reading is taught systematically, using a good range of books, and many parents play a valuable role in supporting teachers. In literacy lessons, clear teaching of letter sounds and patterns strengthens pupils' ability in reading and writing. In mathematics, pupils' basic skills with numbers are developed effectively, such as when the youngest Year 1 pupils learned to write the numerals from 0 to 10 correctly. Counting and calculating are strong features of all numeracy lessons, such as when Year 2 pupils counted forward and backward

in 10s, and developed their understanding of the place value of digits. Basic skills in other subjects are often taught well, for example the use of the keyboard in ICT, or the correct words for artefacts associated with Judaism.

20. Teachers plan lessons thoroughly, including precise learning objectives, the tasks the pupils will complete, and the resources needed. For example, a very good mathematics lesson for Year 2 was precisely planned, with tasks well matched to meet the needs of all the pupils. As a result, the whole-class session was a good blend of challenging questions and opportunities to deal with misconceptions, the group work was well targeted and supported, so all the pupils made very good gains in learning. The best plans also include an indication of opportunities to assess the progress pupils are making.

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21. In the better lessons, teachers have high expectations of the progress pupils can make. For example, in a science lesson for Year 1, the teacher generated considerable enthusiasm for a series of experiments in which pupils used their senses. She worked constantly and successfully to keep the pupils attentive and on task, questioning them, expecting them to respond clearly, and praising them for good work. As a result, all the pupils extended their knowledge and understanding, working at a lively pace and sustaining their concentration. In most lessons, tasks are well matched to pupils' prior attainment and provide an appropriate challenge. For example, in a mathematics lesson for Year 4, a well-chosen investigation taxed the highest attainers and, with careful adjustment, also challenged the lower attainers. In a few lessons, teachers are not firm enough in making clear their high expectations of hard work and good behaviour. In these lessons, a significant minority of pupils can show poor attitudes to their work and inappropriate behaviour, which slows their learning and that of others.

22. Teachers organise most lessons effectively and use a good range of methods to encourage learning. For example, in a music lesson for Years 1 and 2, a good variety of action songs and opportunities to play instruments kept the pupils interested and improved their performance. In most lessons, whole-class sessions are well organised and productive. However, there are weaknesses in teaching when pupils work in groups or individually. In some lessons, the process of moving to tables is not managed effectively, so pupils fail to make a prompt start to their work and waste time chatting or behaving inappropriately. When a teacher or classroom assistant works with a group of pupils, this normally ensures concentration and a sound rate of work. In some lessons, however, the groups not working with an adult do not make the progress of which they are capable. This is particularly noticeable when the task set is writing.

23. Time was used productively in most of the lessons observed and the better lessons moved at a brisk pace. For example, a literacy lesson for Year 1 began with a quiz in which pupils had to read common words from cards, quickly moved on to work about sounds, and then a smooth transition to work in groups, always reminding the pupils of the time they had for their work. The urgency shown by the teacher was transmitted to the pupils, and they worked quickly to complete their tasks. Where teaching was less effective, whole-class introductions moved too slowly and pupils' attention began to waver. No time targets were set for tasks, so pupils tended to work at a slow pace. Classroom assistants are used very well in many lessons, for example working with a group, or sitting alongside a pupil with special needs. In a number of lessons, however, they were under-employed during whole-class sessions.

24. In lessons, teachers generally have sound strategies to assess pupils' understanding. They review previous learning at the beginning, question pupils to assess their understanding and, at the end of the lesson, check what pupils have learnt. In an ICT lesson for pupils in Year 3, the teacher changed the content of the lesson based on a perceptive assessment that pupils had not understood the task. However, based on a scrutiny of pupils' work from last year, the standard of marking is poor. Much work is unmarked, there is little praise for good work, and there are few comments that would help pupils to know how to improve. The school has recognised this weakness and plans to implement a new marking policy. The school has a consistent approach to homework. From starting school, pupils are encouraged to read at home each evening, and most do. There is an increasing amount of homework as pupils move through the school so that, by Year 4, they are expected to complete an amount that prepares them for their next school. The work that pupils complete at home makes a valuable contribution to their learning at school.

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

25. The school provides a relevant curriculum for its pupils, including a strong emphasis on literacy and numeracy that addresses the weak basic skills that many pupils have when they start school. There are, however, weaknesses in the breadth and balance of the curriculum, both within some subjects and between subjects. In science, art, design and technology, music and physical education, the school devotes enough time to provide a worthwhile curriculum that meets pupils' needs and enables them to make sound progress. In ICT, religious education, geography and history, however, the school devotes too little time, so pupils do not study all the required aspects of the subjects, or in sufficient depth to enable them to develop their skills steadily. Curriculum time in Key Stage 2 is over one hour a week less than the recommended minimum, which exacerbates the problem. Many of these weaknesses were noted at the last inspection, and there has been little improvement in subjects such as ICT, geography and history.

26. Curricular opportunities for English and mathematics have improved considerably since the last inspection, and this is reflected in better results in national tests. The school has implemented its literacy and numeracy strategies effectively, so there are good opportunities for pupils to strengthen their knowledge and skills in both these areas. During literacy lessons, letter sounds are particularly well taught, and there is considerable emphasis placed upon pupils learning to read well at an early stage. Opportunities for speaking and listening are very well planned across the curriculum with many chances for pupils to extend their vocabulary. In mathematics, whilst aspects such as number and measures are strong features of the curriculum, there are too few opportunities for pupils to use and apply their mathematical knowledge in a range of problems and investigations, particularly the older pupils. The science curriculum enables pupils to build their knowledge steadily, but opportunities to develop the skills of experimenting and investigating are weaker. Across a range of subjects, there are too few opportunities for pupils to use and develop their growing skills in literacy and numeracy, for example by writing about their work in geography, history and religious education. There are good opportunities for physical education, which are enjoyed by pupils and provide well for their physical development.

27. There is satisfactory provision for pupils with special educational needs, and for equality of

access and social inclusion. The school meets all statutory requirements. One third of the school's pupils have special needs. Provision is well managed and the school pays due regard to the Code of Practice. Pupils' needs are identified and monitored carefully, and reviews are carried out correctly, on a regular termly basis, with parents being involved at an early stage. Individual education plans are of good quality with focused targets that form a good basis for planning small steps of work and achievement. Pupils with a statement of need receive their full entitlement. Pupils with special educational needs, and those learning English as an additional language, are included well in class activities.

28. Pupils have opportunities to take part in a number of extra-curricular activities. Currently, football, judo, guitar and drama clubs are offered after school and these enrich the school curriculum. Pupils visit places of interest to support their work in a number of

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subjects, such as when they visited a local farm and produced some fine pastel drawings of the buildings. Other extra-curricular activities strengthen the school's links with the local community. Pupils worked with the over 50s club to create an embroidered hanging for the piano, with a musical theme, and took part in 'The lighthouse keeper's lunch', a stage production at a local theatre, which involved work in art, music and drama. These activities enrich the curriculum and contribute particularly well to pupil's personal and social development, teaching them to work and play together successfully.

29. The school's provision for personal, social and health education, including sex education is good. There is little teaching about the prevention of substance misuse but the school is planning to rectify this in the near future. Through the 'Family Links' nurturing programme, pupil's self esteem and confidence are built. They are successfully taught how to relate sensitively to others and to understand themselves. In a good lesson on personal power, Year 1 pupils made and wore personal power hats to remind themselves of the importance of making the right choice and that they had the power to do so. All staff use vocabulary from the programme in lessons to reinforce the weekly 'special times'.

30. Provision for pupil's spiritual, moral, social and cultural development is satisfactory overall and the provision for their social development is good. Local clergy are regular visitors to assemblies, which are broadly Christian and fulfil statutory requirements. Music, songs and appropriate stories promote awareness of Christian values. In an assembly about forgiveness, pupils were encouraged to think about times when they had been forgiven and times when they needed to forgive others. Although assemblies are quiet times when pupils are well behaved and listen attentively, there is not always enough time given for reflection. Opportunities for reflection happen in lessons, but these are not explicitly planned.

31. The school is effective in the way in which principles that separate right from wrong are established. Principles and rules are made explicit in assemblies and through the school's code of behaviour, which is displayed in classrooms. Staff take opportunities to discuss and teach moral values and use incidents well to provide guidelines for good behaviour but, despite this, a significant minority of pupils do not always follow the school rules.

32. Provision for pupil's social development is good. There are clear expectations that pupils will play and work together sensibly and constructively. Pupils are willing helpers before school and in the dining room and act responsibly around the building. They raise money for charities and are taught to care for others and the environment. 'Bring your bear' day, in aid of Action Research, was an obvious favourite. The Wood Farm Festival is a key event in the school year, which makes a major contribution to pupil's social development and the life of the school.

33. The school has pupils from a variety of cultural backgrounds and it draws upon this resource well, for example in the celebration of festivals such as the Chinese New Year. Work involving different cultures can be identified in some curriculum areas, but subjects such as religious education, history and geography are not making the contribution they could. A folk singer and the orchestra from a local middle school have performed for pupils, and many take part in Maypole dancing, which emphasises an aspect on British culture.

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34. The school makes constructive links with other partner institutions. Many children join the school from the Slade Nursery, which is located within the same building, and visits are arranged to ensure that they know their new classroom and teacher before they start school. Local first and middle schools meet regularly together to discuss curriculum matters, which helps to ensure pupils transfer smoothly.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a good and caring environment in which all pupils are valued. The good pastoral care noted at the previous inspection continues to be a strong feature of the school, and satisfactory steps have been taken to address the few safety issues mentioned.

36. The school's arrangements for child protection are very good. The school follows local guidelines for child protection and the headteacher is the designated person. Very good links have been established with social services. All staff show a positive commitment to their pastoral responsibilities. New teaching staff are very ably supported in caring for pupils by well-qualified and experienced classroom assistants. New staff are about to undertake training to enable them to participate fully in the school's established nurturing programme, which adds a special dimension to the pastoral care provided by the school.

37. Procedures for monitoring and improving attendance are satisfactory. The school places a high priority on improving levels of attendance, but monitoring lacks a sense of urgency. The headteacher monitors registers several times each term and teaching staff follow up reasons for absences when possible, but there may be a time delay of several days in doing so. The school has been without the regular support of an educational social worker for some time.

38. Procedures for promoting good behaviour, and for monitoring and eliminating oppressive behaviour are effective. The behaviour policy is well integrated into the daily life of the school, understood by the pupils and consistently followed by all adults. The rewards used to reinforce and recognise good behaviour are respected and valued by pupils. The lunch time tickets given by

midday supervisors and the weekly 'rainbow assembly' celebration in which good behaviour is recognised are very popular. Poor behaviour is recorded and monitored, and the school makes sensible use of the local authority behavioural support team to assist staff in helping pupils with behavioural problems.

39. Pupils' personal development is monitored effectively. This is done mostly informally because teachers and classroom assistants get to know their pupils well. It is supported by records that teachers complete annually, which note strengths and weaknesses in pupils' personal and social skills, such as their confidence or their ability to work with others. New teachers commented positively on the usefulness of these records in getting to know their pupils. Pupils' personal achievements are celebrated and this promotes confidence in their own ability.

40. Careful baseline assessment is used positively to plan activities for the youngest children. Throughout the rest of the school, there are good procedures for assessing attainment and monitoring pupils' academic progress. Teachers use informal records of pupils' achievements

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in lessons to note individual and group successes and problems. They regularly transfer this information to class record sheets, which show pupils' achievements against a full range of learning objectives for English, mathematics, science, ICT and religious education. In some subjects, teachers use these records effectively to plan the next stages in the pupils' learning. The school is adopting a more comprehensive system that will enable pupils' achievements to be tracked across all subjects.

41. There is a consistent approach to formal testing and recording the level of attainment pupils have reached in English, mathematics, science and ICT. Records are carefully kept, which enable the school to track pupils' progress from the time they start school, and to set appropriate targets for future achievement. Teachers also use informal, short-term targets to motivate pupils. In English, mathematics and science, assessment procedures have been successful in giving the school a clear picture of any areas where curriculum planning needs strengthening, and an accurate understanding of pupils' strengths and weaknesses. In ICT, assessments identifying shortcomings in pupils' skills have prompted the school to make the subject a priority for improvement. The lack of formal assessment procedures in some other subjects has meant that the school has been unaware of weaknesses in pupils' skills.

42. Assessment and record keeping for pupils with special educational needs is of good quality. Parents are informed and consulted. Care is taken to ensure that the designated support provided meets the needs of the pupils so that they make sound progress. The school's policy for special educational needs meets statutory requirements. The care provided for pupils who are learning English as an additional language is very good, particularly for those who join the school with very little English. Progress is assessed carefully and the school receives valuable support from a specialist teacher.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents have very positive views about the strengths of the school and no significant concerns.

Since the last inspection, the school has continued to work closely with parents and to involve them as fully as possible in their children's education and the life of the school. The positive links with parents noted in the previous report have been maintained and strengthened.

44. Parents value the way in which they can approach the school with questions and concerns, and they feel that their children are encouraged to work hard and do their best. They feel that the teaching is good and that their children make good progress. Parents are also very appreciative of the headteacher and feel that the school is well led and managed; at their meeting, parents expressed the view that standards in the school have improved since the headteacher was appointed. They have noticed improvements in pupils' behaviour, feel that it is now good, and that their children are encouraged to be responsible and mature. Whilst the inspection team supports most of parents' positive views, weaknesses in the behaviour of a significant minority of pupils are still an area for concern.

45. The school has good links with parents and works effectively to maintain and strengthen them. All staff are available to parents at the start and end of the school day. In the morning, all parents are welcomed into the school to share the start of the day with their children.

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The headteacher is also welcoming to parents and available to speak to them. There is a parents' fiction library and, in the Family Room, classes are organised for parents, including those learning English as an additional language.

46. The school encourages parents to help their children and creates useful initiatives to support parents in this. There is advice for parents of Reception children on helping their child settle in school, as well as helping with reading. Parents of pupils with special educational needs meet teachers regularly, and receive good information and support. Sessions have also been organised to provide parents with information and guidance about the literacy hour; sadly, parents have not shown any significant support for such initiatives by the school. A few parents help in school on a regular basis. Parents are warmly welcomed to a range of social and fund raising events and school productions, which are well attended. The Parents' Association makes a valuable contribution to the school and is currently planning to provide additional playground games equipment for the children. Overall, the support of parents for children's learning at home and the impact of parents' involvement with the school are satisfactory. This is an area which the school recognises is very valuable and it seeks to improve and foster further development.

47. The school provides comprehensive and good information for parents, especially on the progress their child is making. The annual report is a very helpful document for parents. It sets out clearly the achievements of their child as well as identifying areas where improvement can be made. There are also perceptive comments about pupils' personal development. There are three formal opportunities each year for parents to meet teachers to discuss their child's progress. Parents of pupils with special educational needs, and those learning English as an additional language, are kept well informed about progress, with termly and annual reviews. Regular newsletters are helpful to parents in keeping them informed of arrangements made by the school, successes and events. A daily chalkboard provides more urgent information for parents. The annual report of governors has some omissions relating to information about the provision for pupils with disabilities but this has

been noted by the school. There is a helpful and regular range of information for parents about class work, topics to be studied and homework, which is provided by class teachers each term

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher, deputy headteacher and governors provide strong, effective leadership which, despite staff changes, has ensured that the school retains a positive ethos and has clear direction for improvement. Raising pupils' attainment is central to development planning, and close monitoring of the quality of teaching and learning has enabled the headteacher to identify and tackle weaknesses. As a result, the school has successfully raised standards of pupils' performance in national assessments at the end of Key Stage 1. Clear strategies for improving behaviour have been effective but this continues to be a priority for the school. The school's aims emphasise a commitment to providing a happy and secure environment and to supporting all aspects of the pupils' development. These aims are soundly reflected in the work of the school.

49. The headteacher provides very effective and purposeful leadership. She has high expectations for the quality of teaching and learning, and for the personal and social

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development of all pupils. She ensures that these expectations are shared by the whole school community through good communication at all levels. A satisfactory range of strategies, including the staff handbook, are in place to support the staff. This has been especially important recently because there have been considerable staff changes. There are early signs that new staff are developing a shared commitment to improve, and there is strong sense of teamwork at the school. The headteacher is very well respected by all members of the school community. The deputy headteacher provides good support and is particularly adept at leading special projects such as the school's involvement in a stage production of 'The lighthouse keeper's lunch' at a local theatre.

50. Recent staff changes have meant that some co-ordinators are new and that senior staff have responsibility for several subjects. However, the strong school development plan and subject action plans have ensured that priorities are identified and developments can take place. The staff responsible for English and mathematics have been very successful in guiding colleagues through the introduction of national strategies to strengthen teaching and learning in literacy and numeracy. Co-ordination of provision for pupils with special educational needs, and those learning English as an additional language, is sound.

51. Monitoring the work of the school is effective and rigorous, and the detailed monitoring plan ensures that all staff and governors are aware of the processes and can contribute to it. The headteacher regularly observes teaching and learning in all classes and provides verbal and written feedback. Where weaknesses are found, improvement targets are agreed, support is provided and progress towards the targets is monitored. Results of national tests are carefully analysed so that weaknesses can be tackled. For example, progress in mathematics was slow last year but, as a result of strong intervention, standards improved markedly this year. Some detailed scrutiny of pupils' work takes place and examples of pupils' writing are closely analysed. Information is then fed back to teachers so that improvements in teaching and learning can be planned. Pupils' attainment and progress is monitored through well-planned record keeping documents, but sharing

assessment evidence with pupils, for instance through marking, is underdeveloped.

52. The governing body fulfils its statutory responsibilities effectively and makes a good contribution to the work of the school. Governors have undertaken a considerable amount of training and bring a good range of expertise and experience to their role. They have established very good relationships with the school management and staff, and have set up a good structure of sub-committees to manage their work. Governors regularly monitor all aspects of the school, but there is not yet sufficient focus on monitoring the standards of attainment of all pupils, including those with special educational needs. Governors are very knowledgeable about the pastoral and social elements of the school's work and about the position of the school within the local community.

53. Whole-school development planning is very good and is formulated through consultation with the school community. The three-year plan is supported by a detailed one-year plan with well-identified action points. Important priorities are clear and focused on raising attainment but some aspects, especially behaviour management, are not as clear and need strengthening if there is to be a continued improvement in pupils' attitudes to learning. The school has been very successful in meeting previous targets particularly in relation to attainment at the end of

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Key Stage 1. Most success criteria are specific and enable the school to measure improvements in relation to pupils' progress. The headteacher reviews plans regularly with subject leaders and reports are passed to governors. A recently introduced system of tracking pupils' progress and target setting will further support the strategic review of the work of the school when it becomes embedded.

54. Educational priorities are well supported through financial planning. Appropriate attention has been given to national initiatives and good use made of the associated funding. Forward planning includes the school's potential move to full primary status. Recently, considerable funds have been allocated to new ICT facilities. These are very effectively used to support school management and administration, but have yet to have a significant impact on children's learning.

55. The school has a committed and hard working staff whose experience and expertise are well matched to the demands of the curriculum. Several teachers have joined the school recently and, though there are no formal procedures for induction and mentoring, they have received effective support. The school has well-established procedures for performance management and is well placed to take on the new national requirements. This is good progress, as the lack of teacher appraisal procedures was identified as a weakness at the last inspection. The school buildings provide very good accommodation. The grounds are extensive, well used and help to ensure that playtimes are enjoyable for all pupils. Learning resources are satisfactory with some good resources for practical work within the curriculum.

56. The school has successfully addressed most of the key issues from the last inspection, except for improving pupils' attainment in ICT and strengthening planning for subjects such as geography and history. Pupils' performance in national tests has improved considerably. The school is now led very effectively and, with strong contributions from governors and staff, has good capacity for further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. Since the last inspection, the school has achieved a marked improvement in the quality of teaching and pupils' learning in English, mathematics and science, which has been reflected in raised standards of attainment. Results of national tests for pupils at the end of Key Stage 1 now compare favourably with those achieved by similar schools. At the time of this inspection, three out of the five class teachers were new to the school, and were at the early stages of building working relationships with their classes. Despite this, the quality of teaching was sound with a number of good features. Within this context, and to improve the standards of work and the pupils' achievements, the governors, headteacher and staff should:

- ◆ raise standards in information and communication technology, as planned, by:
 - teaching a curriculum that meets all the requirements of the National Curriculum;
 - implementing a scheme of work to ensure that pupils build their skills and understanding steadily;
 - increasing the amount of time pupils spend working with computers;
 - ensuring that pupils use and develop their ICT skills whilst supporting work in other subjects;
 - strengthening teachers' subject knowledge and making full use of improving expertise.
- (paragraphs 3, 9, 16, 25, 73, 78, 91-95)*

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- ◆ raise standards in religious education, by:
 - teaching a curriculum that meets all the requirements of the locally Agreed Syllabus;
 - placing more emphasis on pupils learning from religion as well as learning about religion;
 - implementing a scheme of work to ensure that pupils build their knowledge and understanding steadily.
- (paragraphs 3, 9, 16, 18, 25, 104-108)*
- ◆ improve the attitudes and behaviour of the significant minority of pupils who find it difficult to sustain a positive approach to their learning, by:
 - ensuring that, in all aspects of school life, pupils understand the good behaviour and positive attitudes that are expected;
 - ensuring that all staff are consistent in their management of pupils' behaviour and their high expectations of positive attitudes;
 - using rewards consistently to recognise and promote good attitudes and behaviour;
 - organising pupils' learning so as to minimise the opportunities for pupils to fall short of the expected standards of behaviour;
 - setting tasks which interest, challenge and motivate pupils, so that they are encouraged to develop positive attitudes.
- (paragraphs 10-11, 21, 38, 48, 64, 71)*
- ◆ improve the breadth and balance of the curriculum, whilst retaining an appropriate emphasis on literacy and numeracy, by:
 - reviewing the amount and pattern of time allocated to subjects of the curriculum;
 - review the overall amount of teaching time for Key Stage 2 pupils;

- considering ways in which learning in other subjects of the curriculum can be covered in literacy lessons;
- increasing the emphasis on pupils using and applying their knowledge in mathematics, and on experimenting and investigating in science;
- ensuring that schemes of work are in place for all subjects, so that pupils build their knowledge and skills steadily.

(paragraphs 3, 9, 25, 41, 79, 87-90)

In addition to the key issues, the following less important weakness should be considered for inclusion in the action plan. It is followed by a reference to the paragraph(s) in which it is discussed.

- ◆ improve the presentation of pupils' work. *(63, 72, 89)*
- ◆ improve the quality of teachers' marking of pupils' work, as planned. *(24, 65, 72, 77)*
- ◆ improve pupils' attendance. *(14, 37)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

30

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

22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	50	36	7		

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

	Y1 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils eligible for free school meals	35

FTE means full-time equivalent.

Special educational needs	Y1 – Y4
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	37

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	9.1
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

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Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	11	14	11
	Total	26	28	26
Percentage of pupils at NC level 2 or above	School	84 (72)	90 (64)	84 (72)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	13	11	12
	Total	28	26	28
Percentage of pupils	School	90 (64)	84 (72)	90 (76)

at NC level 2 or above	National	82 (81)	86 (85)	87 (86)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	4
Chinese	1
White	81
Any other minority ethnic group	12

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	3	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.

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Teachers and classes

Qualified teachers and classes: Y1 – Y4

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	18
Average class size	21

Education support staff: Y1 – Y4

Total number of education support staff	5
Total aggregate hours worked per week	115

Financial information

Financial year	1999-00
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	£
Total income	295466.00
Total expenditure	287581.00
Expenditure per pupil	2339.00
Balance brought forward from previous year	78187.00
Balance carried forward to next year	86072.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	40	9	0	2
My child is making good progress in school.	47	44	4	2	4
Behaviour in the school is good.	35	55	7	0	4
My child gets the right amount of work to do at home.	18	53	15	2	13
The teaching is good.	44	51	0	0	5
I am kept well informed about how my child is getting on.	51	36	7	2	4
I would feel comfortable about approaching the school with questions or a problem.	71	22	2	4	2
The school expects my child to work hard and achieve his or her best.	62	35	4	0	0
The school works closely with parents.	47	40	9	2	2
The school is well led and managed.	57	31	7	2	2
The school is helping my child become mature and responsible.	50	37	7	0	6
The school provides an interesting range of activities outside lessons.	42	40	9	4	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

ENGLISH

58. Since the last inspection, results of national assessments for pupils at the end of Key Stage 1 have improved considerably. In 1999, results for reading were close to the national average and results for writing were above average; both sets of results were well above average when compared with those achieved by schools in similar social circumstances. In 2000, these standards were sustained, though fewer pupils reached the higher Level 3 of attainment in writing. Pupils start school with language skills that are, overall, below average, and they make good progress during Key Stage 1. They continue to make sound progress during Key Stage 2.

59. The development of pupils' speaking and listening skills is well planned both in English and other subjects and, as a result, pupils make good progress. There are many opportunities for them to take part in explaining and discussing, and teachers use good questioning techniques. For example, in a history lesson for Year 2, pupils examined old teddy bears and were asked to explain how they knew that the bears were old. Pupils listen attentively to teachers, especially when sharing books, and they listen well to each other during 'special times'. When lessons draw to a close, pupils are able to talk about what they have learned. For example, in a poetry lesson for Year 4, pupils were encouraged to read and comment upon the poems they had written.

60. Most pupils are positive about reading, and they enjoy it, though lower attainers find it challenging. By the end of Key Stage 1, standards are close to national expectations, and most pupils read simple texts fairly fluently and with expression. They use a good range of strategies, especially letter sounds, to tackle words they do not know. Most pupils know the difference between fiction and non-fiction, and they understand how to use books to find information. By Year 4, higher attainers are extremely fluent, reading with great expression. However, there is still a significant proportion of lower attainers who are hesitant, though they can split and build words to help them. Many pupils are forming opinions about authors and can explain their reasons for choosing certain books.

61. Pupils read regularly with teachers during the literacy hour when they are guided well in the understanding of the text, which helps their progress. Lower-attaining pupils benefit from two special programmes, Reading Quest and Volunteer Reading Help, which provide good opportunities to read individually to an adult. All pupils have a class reading time every day. The school's reading resources are well organised and the colour-coded system guides pupils in their choice of book. Most pupils read regularly at home, and parents of younger pupils often help them to select appropriate books. However some pupils said that, despite taking their book home each evening, they do not read with an adult. The school places great importance on pupils becoming fluent readers and this has helped to raise standards.

62. The school teaches letter sounds well, and the youngest pupils are encouraged to use these skills to 'have a go' at their own writing. Higher-attaining pupils in Year 1 write in sentences and understand the need for a capital letter and a full stop. They spell simple words correctly and their letter formation is regular in size and shape. By the end of Year 2, standards in writing are close to national expectations. Most pupils' handwriting is accurately formed and joined, they spell many common words correctly and use capital letters and full stops appropriately. Pupils write narrative using interesting vocabulary and use models for writing successfully, such as poems based upon 'The twelve days of Christmas'. They begin to draft work before producing a final version. The range of writing opportunities is adequate, but there is an over-emphasis on narrative, with only a few examples of poetry, lists and instructions.

63. By Year 4, most pupils' handwriting is fluent and legible though, in the work of lower-attaining pupils, it is not always joined and is inconsistent in size. All pupils spell most words accurately and use a satisfactory vocabulary. Most pupils develop punctuation skills, including speech marks and apostrophes, and higher-attaining pupils write in more complex sentences and at sustained length. As in Key Stage 1, the range of writing is too narrow, with little evidence of reports, explanations, opinions, instructions or reviews. Despite having a drafting book, there is little evidence that pupils are given enough experience of the full writing process through planning, drafting, revising and proof reading prior to final presentation. Overall, written work is not well organised in pupils' books and, despite satisfactory handwriting skills, presentation is often poor.

64. The quality of teaching is satisfactory overall, with some good and very good teaching in Key Stage 1. The whole-class part of the literacy hour is particularly effective. Good planning, clear learning intentions and very good questioning techniques ensure that all pupils are challenged so that they concentrate hard and contribute to the lesson. In a very good lesson for Year 1, the teacher began with cards showing common words and chose individual pupils to name them. She moved at a brisk pace to practising letter sounds learnt the day before and introduced a new one. When reading 'Mr Marvel makes a cake', every opportunity was taken to reinforce letter sounds, and pupils were asked to search for them at the beginning, middle and end of words. As a result, pupils consolidated learning at a fast pace. Where teaching is most effective, pupils move quickly from working as a class to working individually in small groups. Resources are ready on tables and tasks are clearly explained, interesting and challenging. Teachers organise their own time and that of the classroom assistant so that all pupils are supported at various times during the lesson. In less well-organised lessons, individual tasks are not explained fully or incorrectly matched to pupils' prior attainment, and pupils are left for long periods of time with no adult support. This results in a high noise level, pupils not completing work and disrupting the work of others. Pupils in Year 3 were observed being taught by an assistant in an Additional Literacy session where they made good progress. However, classroom assistants are not fully used during the first part of the literacy hour and spend much of their time listening to the teacher.

65. The school has implemented its literacy strategy effectively, and pupils spend a high proportion of their curriculum time on English. The subject is well managed and monitored, with clear priorities for future improvement. Assessment of pupils' progress and attainment is thorough, and has been strengthened by the recent introduction of new procedures. However,

teachers' marking of pupils' work is weak and does not help pupils to know what they need to do to improve. The library is well organised and uses the Dewey classification system alongside a child-friendly guide on how to find books. The area is well presented and welcoming but some of the books are old. The school has made a very effective response to the serious weaknesses in standards identified at the last inspection, and developing pupils' skills in English rightly remains a high priority for the school.

MATHEMATICS

66. Since the last inspection, results of national assessments of pupils' attainment at the end of Key Stage 1 have improved significantly. This has been achieved partly because the quality of teaching has been strengthened, and partly because the school has implemented its numeracy strategy effectively. The results for 2000 were particularly good, with the great majority of pupils reaching the expected Level 2 of attainment, and a third gaining the higher Level 3, showing overall attainment above the national average. However, the year group contains more higher-attaining pupils and fewer with special educational needs than is usual for the school, and attainment in the current Year 2 is close to national expectations.

67. Taken together, pupils' attainment when they start school is below that expected for their ages. They make good progress during their time in the Reception class and Key Stage 1 because the teaching focuses effectively on strengthening their basic skills in number, shape and measurement. Work in lessons caters well for the needs of pupils of differing prior attainment, with tasks at varying levels of difficulty and effective support from adults, particularly for pupils with special educational needs.

68. Inspection evidence shows attainment at the end of Key Stage 1 to be close to national expectations. In Year 2, many pupils work confidently with numbers to 100 and, even at this early stage in the year, they are beginning to appreciate the significance of the place value of digits. A few lower attainers still find this concept difficult to understand. Most pupils can count in 10s, forwards and backwards, using a 100 square appropriately to support calculation. Pupils' work from the previous year shows competence in a range of calculations to 100, an understanding of simple fractions, accurate measuring, and some early work in handling data. Most pupils were working at the expected level and a few were exceeding it. However, this work shows little evidence of pupils using and applying their mathematical skills in a range of problems and investigations.

69. Pupils' achievements during Key Stage 2 are sound, though overall attainment in the current Year 4 is below national expectations because there is a higher proportion of pupils with special educational needs than in other age groups. In their current work, most pupils in Year 4 have a good grasp of the concepts of perimeter and area, they can measure accurately, and higher attainers are beginning to appreciate that lengths can be expressed in differing units, such as 75cm being the same as 0.75m. All the pupils carry out an investigation into the varying perimeters of shapes that are eight square units, but lower attainers need considerable support to organise their work and count accurately. Pupils work from the previous year shows competence in a range of calculations to 1000, though some of the multiplication and division calculations are at a similar level of difficulty

to the Year 2 work seen. Work on

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fractions shows some development, but data is still represented in simple block graphs, and has not progressed sufficiently. As in Year 2, the work shows little evidence of pupils using and applying their mathematical skills, but it is a positive sign that the current teacher is giving this aspect of mathematics more emphasis.

70. Following good progress made in their early years at school, pupils' numeracy skills are close to the expected standard. They are given some opportunities to use and develop these skills in other subjects and activities, such as when younger pupils counted candles at their 'birthday' assembly, or when pupils in Year 2 helped to construct a time line in a history lesson. Overall, however, inspection evidence indicates that the use and development of numeracy skills in other subjects is often incidental rather than planned. As a result, activities such as collecting and organising data are not a strong feature of work in other subjects.

71. The overall quality of teaching was good in the lessons observed, and has improved considerably since the last inspection. It was good, and occasionally very good, in five of the seven lessons seen. Lessons are planned very carefully, and teachers have successfully adopted the suggested format of the National Numeracy Strategy. Mental starter sessions are interesting and usually move at a good pace. Teachers explain concepts and tasks well, and have effective skills in questioning pupils, which hold their attention and really make them think. As a result, pupils make good gains in learning during the whole-class parts of lessons. Tasks for individuals and groups are well planned and provide an appropriate challenge for pupils. In the better lessons, teachers organise the transition from whole-class to group work effectively, so pupils make a rapid start on their tasks; they use time targets well to encourage pupils to work quickly. In a few lessons, however, the change to group work is not managed effectively, so pupils waste a good deal of time, either because they did not understand what to do, or owing to inappropriate behaviour. In all classes, many pupils find it difficult to start individual or group work, and to sustain their concentration once started. A significant minority has poor attitudes to learning and can display awkward behaviour. Adults generally manage these pupils skilfully, but they have to be vigilant or the poor behaviour of the few affects the learning of all. Teachers are generally secure in their knowledge of the subject, but some lack sufficient confidence to set work that allows pupils to use and applying their skills, for example in investigations. The good skills of classroom assistants are not always used effectively when the teacher is working with the whole class.

72. Evidence from pupils' past work does not match the quality of teaching observed during the inspection. In too many cases, pupils of differing prior attainment completed the same work, the presentation was often poor, and teachers' marking was restricted to the occasional tick or comment. The school is aware of these past weaknesses and the largely new teaching team is seeking improvement.

73. Co-ordination of the subject across the school is good. Although the present co-ordinator is new to the role, there are already clear plans for the development of the subject, including a greater emphasis on pupils using and applying their skills and making better use of ICT to support work in the subject. The school tracks pupils' progress carefully using a range of assessments. The headteacher has carried out a good deal of evaluation of assessment results and the quality of

teaching and learning, both in the past and during the current term. As a result, she has a clear view of strengths and weaknesses in practice and, in partnership with the new co-ordinator and staff, shares a commitment to raise standards still further.

SCIENCE

74. Since the last inspection, there has been an improvement in standards of attainment across the school. The 1999 end of Key Stage 1 teacher assessments showed pupils' attainment to be close to the national average for those reaching the expected Level 2, and above average for those gaining the higher Level 3. These results were much better than those achieved by most schools in similar social circumstances. In 2000, a larger proportion of pupils reached the higher Level 3, though this year group contained more higher-attaining pupils and fewer with special educational needs than is usual for the school. Pupils start school with a knowledge and understanding of the world that is, overall, below average. Their achievements are good during Key Stage 1, and sound during Key Stage 2.

75. Attainment in the current Year 2 class is close to national expectations. Higher-attaining pupils can set up a simple test to find out which car runs the furthest down a ramp. A few can explain the conditions needed for the test to be fair. All pupils can describe the different features of a set of objects, and most know that pushing and pulling are the forces that move a car. They find it difficult, however, to respond to questions about predicting outcomes. Pupils' past work shows that they can sort materials according to their properties and, with help, test materials to find out if they are waterproof. They can name the parts of a flower and draw labelled diagrams. Younger pupils show sound understanding of the five senses and are developing their use of language in describing tastes and textures. Pupils with special educational needs make sound progress because they enjoy practical tasks and are well supported by adults.

76. In Key Stage 2, pupils' attainment is also close to national expectations, particularly in the factual aspects of the subject. Their skills in planning and carrying out tests and experiments are weaker, however, because they have not tackled enough of this type of work. Pupils know the names of bones, and higher attainers can explain the functions of the skeleton. Older pupils know that the earth revolving around the sun creates day and night. They talk confidently about healthy foods, and some pupils can explain why particular foods are beneficial. Previous work shows that pupils understand life cycles, simple food chains and how minibeasts are adapted to their environment. Higher-attaining pupils are able to make predictions about the effects of gravity, but opportunities for developing scientific skills are restricted by the use of recording methods such as work sheets. Some work on electrical circuits had no explanation as to why the circuit would or would not work.

77. The quality of teaching is sound overall, with some good teaching especially in Key Stage 1. Teachers' planning and preparation for lessons are good. Teachers review previous work effectively, and learning intentions are shared with pupils so that they understand what they are aiming for in lessons. Teachers generally explain concepts clearly and make good use of their scientific knowledge. Their questions help pupils engage with the learning and develop their understanding. Learning is well supported by demonstrations, such as using a lamp to demonstrate

day and night or a cardboard model to show how arm muscles work. Expectations of what pupils can achieve are generally appropriate and are well informed by teachers' assessments of pupils' prior attainment. However, marking is not well used to give individual pupils feedback on how well they have done and what they need to do to improve. Pupils in both key stages find group work and recording difficult, and weaker management of these aspects of lessons results in slower progress.

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78. The curriculum, based on a detailed scheme of work, is well planned and generally provides a broad and balanced set of experiences. However, skills such as prediction, considering results and drawing conclusions are not developed systematically through the school. Experiments take place in all classes, but the formats for these tasks do not always allow pupils to develop their own independent thinking and recording skills. ICT is not used sufficiently to support pupils' work in science. Resources for teaching and learning are satisfactory and there are some good cross-curricular links with other subjects especially design and technology. There are sound systems for assessing and recording pupils' attainment and progress. The new co-ordinator has a good understanding of the subject and has quickly identified whole-school issues. The school is well placed to build on the established systems for monitoring teaching and learning in lessons and to develop further standards in science through the school.

ART

79. Pupils of all abilities make sound progress in art, though in a rather narrow range of work. They achieve standards that are close to those expected for their ages, which is an improvement since the last inspection when pupils were judged to make unsatisfactory progress during Key Stage 2. Pupils' past work shows a predominance of drawing and painting. Less well represented is work in three dimensions, printing, fabric or collage. The restricted range of work was noted at the last inspection and is still a weakness.

80. Bold paintings of animals by children in the Reception class show good early experimentation with colour. In Year 1, pencil sketches of the school building are well observed, and pastel drawings of flowers show careful technique, including some that capture the details of a hyacinth very effectively. Year 2 pupils have produced high quality work in watercolour. Drawing inspiration from the work of Renoir, they painted a still life bowl of fruit showing subtle use of colour and close observation, for example to capture the form and texture of a pineapple. Using the local environment, Year 2 pupils have sketched and painted a range of buildings, including some high quality pastel drawings of those they saw during their visit to a farm.

81. Pencil drawing continues to develop well in Year 3, with sketches of sports' items such as a hockey stick showing good attention to form and detail. Skills in using oil pastel are also extended, as seen in sunsets reflected on the sea, where pupils had merged the pastels to achieve an appropriate effect. A topic about 'Ancient Greece' was well supported by making pots and masks, extending the pupils' art experience in three dimensions. Based on the work of Monet, Year 4 pupils painted scenes of his garden at Giverny, experimenting with varying ways of applying paint to achieve a rich texture. Currently, Year 4 pupils have produced some excellent paintings inspired by Monet's lily pond, showing a good appreciation for the range of shades and reflections in the water. Across the school, pupils' skills in drawing, particularly from direct observation, have improved since the last inspection.

82. Much artwork was generated from involvement in a stage production of 'The lighthouse keeper's lunch'. Younger pupils drew designs for programme covers and produced vibrant oil pastel drawings of illustrations from the book, whilst older pupils were involved in artwork for the set. Each class produced a collaborative piece of work for the faces of a large cube as part of 'Portrait 2000', an art project in co-operation with local schools. The school makes effective use of these opportunities to integrate art with other subjects.

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83. Sound teaching is evident in planning and the pupils' finished work, but the school devotes relatively little time to art, so it is not always possible to develop ideas and skills in any depth. Medium-term planning has improved since the last inspection, but there is still no scheme of work to ensure that pupils' skills develop steadily. As noted at the last inspection, the work of artists and craftspeople, particularly those representing a range of cultures, is not used enough to inspire the pupils' work, despite the school having good resources. Co-ordination of the subject across the school is sound, and standards are monitored through collections of pupils' work. The school recognises the need to broaden the range of work that pupils tackle, and to develop ideas through a greater variety of techniques and media.

DESIGN AND TECHNOLOGY

84. All pupils make sound progress and their attainment at the end of Key Stage 1 and in Year 4 matches that which is expected for their ages. This represents a marked improvement since the last inspection when attainment and progress were found to be unsatisfactory.

85. Pupils experience a good range of design and technology opportunities, many linked to learning in other subjects. Older pupils designed and made scrolls as part of work on the Romans. Pupils in Year 3 listed all the materials they needed to make adventure playground models, and useful photographic evidence has been kept of their finished products. All pupils have opportunities to work with tools and equipment and to select the materials they need. In Year 2, from a selection of possibilities, pupils chose the best method of joining materials together to make a wheeled vehicle. Pupils work well together and are enthusiastic about the practical elements of design and technology. They are less confident, however, at evaluating their work and suggesting improvements. This aspect of the curriculum is underdeveloped.

86. The quality of teaching is sound in both key stages. Teachers have a secure knowledge of the subject and the skills needed by pupils. Good questioning and organisation of practical work enable pupils to make steady progress in acquiring new skills and knowledge. There are good curriculum plans in place, but there is very little emphasis on evaluating the processes or the end products. The new class records will support assessment and help teachers to plan more precisely for the needs of individual learners. The resources available to support all aspects of work in design and technology are good. The co-ordinator provides good support for the staff and has effectively developed this curriculum area.

GEOGRAPHY AND HISTORY

87. Pupils make unsatisfactory progress during their time at the school and, by the end of Key Stage 1 and in Year 4, attainment is well below that which is expected for pupils' ages. Due to the very limited amount of time devoted to these subjects, and the absence of a scheme of work to support teachers, pupils do not have enough opportunities to develop the necessary historical and

geographical skills. There has not been enough improvement in these subjects since the last inspection. Planning shows a variety of topics to be covered, but scrutiny of pupil's work revealed little evidence of any areas having been studied in depth.

88. During the inspection, a lesson was observed in Year 2 about 'Toys from the past' and there was evidence in Year 1 of work about 'Family trees'. However, discussions with pupils in Years 3 and 4 revealed that they have little idea of chronology or the passing of time and do not remember very much factual information about topics they might have studied in either

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history or geography. In Year 3, planning for a lesson about the Olympics had only tenuous links with ancient Greece. Photographic evidence and a well executed display show a few links with art in some carefully made Greek masks and Roman pots. In geography, there is some good evidence of mapping skills in Years 2 and 3, but badly coloured photocopied maps of the United Kingdom in Year 1 are an inappropriate task, which does not enable pupils to learn about their own locality. There is evidence of the good use of literacy skills in some English books where pupils wrote letters of thanks to Rove's Farm after a visit. There is no evidence of the geographical skills of describing and comparing Rove's Farm with pupils' own locality, nor of being able to recognise or explain differences.

89. Only one history lesson was observed during the inspection, so it is not possible to make a judgement about standards of teaching in either subject based upon observation of lessons. However, based upon scrutiny of pupil's work and a small amount of other evidence, teaching is judged to be unsatisfactory. The work seen was poorly organised and presented and showed a lack of progression in skills in both subjects. There was no evidence of pupils having been required to answer searching questions about how people used to live or about why they live in certain places.

90. Co-ordination of the subjects across the school is unsatisfactory and has not enabled a coherent curriculum to be taught. Resources are adequate, with sets of books recently purchased that are appropriate for the historical topics chosen; these will be a good link to English when used in the literacy hour as shared texts. Neither subject currently makes a satisfactory contribution to pupils' cultural development. Some use is made of the local area for study, but there is a lack of visits further afield that would enable pupils to work from a wider range of first-hand sources. Policies for both subjects have been reviewed and some planning for lessons is in place. However, owing to the priority given to the teaching of literacy and numeracy, there has been little progress since the last inspection with the construction of schemes of work. Both subjects feature in the school development plan for the current year when schemes of work will be developed to support improvement in teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

91. At the last inspection, pupils were making unsatisfactory progress during both key stages, and their attainment at the end of Year 2 and Year 4 was below national expectations. Evidence gathered during this inspection shows that attainment is still below average. Pupils do not spend enough time using ICT, there is too little emphasis on teaching the skills they need in order to use ICT confidently, and they do not use and develop their ICT skills sufficiently in other subjects.

92. All classes are timetabled to use the ICT suite each week. During the inspection, one lesson took place in the ICT suite and a few pupils were observed using ICT in other lessons. The computer suite was set up in 1998 but the equipment is old and unreliable. All classrooms have two computers, some of which are new this term. A policy and scheme of work are now in place and are a useful basis for moving provision forward. Planning for ICT is detailed and identifies links to other subject areas, but these links are not developed or built into short-term plans. This results in missed opportunities for teaching ICT skills and for supporting learning across the curriculum.

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93. In Key Stage 1, higher-attaining pupils used a simple graphics program to design a car. They had some knowledge of the program but needed adult support to complete the task. In the computer suite, pupils in Year 3 were learning to use a database. They were able to recall learning from the previous lesson and, with some help, to carry out clear instructions given by the teacher and the classroom assistant. All the children were able to edit and simply sort the data, and higher attainers could interpret the information, which linked to their science topic. In some classes pupils did some very simple word processing, but their keyboard skills are weak. Pupils enjoy using the computers and have a positive attitude to learning. They work sensibly together, take turns and share the resources well. Most are able to identify some uses of technology in the outside world.

94. Overall, the quality of teaching in both key stages is unsatisfactory though, in the one lesson observed, well-planned teaching focusing on specific skills enabled pupils to make good progress. Little use is currently made of the class-based computers and the school has yet to exploit its Internet connections. Teachers' confidence and knowledge of the software is not always secure. Strategies to improve pupils' skills and allow them to consolidate their learning through practice are not used. Not all the National Curriculum requirements are being taught, though planning is in place. The skills' checklist is useful, and the school has comprehensive record keeping sheets for ICT, which should help to ensure that all pupils receive their curriculum entitlement. However, assessment of pupils' skills and abilities is weak and is not informing planning.

95. The co-ordination of the subject across the school is sound because weaknesses have been identified and action is being taken to seek improvement. The action plan is very detailed and comprehensive but is only in the early stages of implementation. Planning is monitored and further work on observing teaching and learning is planned. The resources for both hardware and software are satisfactory, but currently under used. Pupils' attainment and the provision for ICT were a key weakness at the last inspection and the school has made unsatisfactory progress at raising standards.

MUSIC

96. Pupils in both key stages make sound progress and attain standards that are close to those expected for their ages. The school has maintained standards found at the last inspection. Attainment in singing is often good, particularly when pupils are in large groups for a musical assembly. However, attainment in listening to and appraising music is weaker because teachers give less emphasis to these elements of the subject.

97. In Key Stage 1, pupils sing a range of songs with enthusiasm, keeping the rhythm and melody

appropriately. Pupils in Year 1 enjoyed singing well-known songs such as ‘The wheels on the bus’ and ‘Five little ducks’, matching actions to the words, and consolidating their numeracy skills. In a musical assembly, pupils in Year 1 and 2 played a range of untuned percussion instruments to accompany their singing, and most could repeat a simple rhythm accurately. In Key Stage 2, these skills are developed further, and most Year 4 pupils can identify the beat of a song and play an appropriate rhythm accompaniment. Older pupils sang with clear diction, good control of pitch, and they were able to sing two tunes against each

other, holding their own part. A number of music sessions began or ended with an opportunity for pupils to listen to a piece of music and, whilst they listened carefully, too little emphasis was placed on discussing the composer, the mood of the music or the instruments played.

98. The quality of teaching is satisfactory overall, and a strong feature is the enthusiasm teachers display for the subject. As a result, pupils enjoy their music lessons and participate fully. Planning is thorough, but tends to concentrate more on the songs to be sung rather than on the musical skills pupils will develop. Teachers have high expectations of the effort pupils should put in to their singing, but they do not always emphasise the quality of singing sufficiently by using examples of high attainment as a model for others. Teachers organise lessons effectively and ensure that as many pupils as possible are fully involved.

99. The school values a wide range of musical experiences. A number of older pupils learn the guitar or recorder, school productions such as ‘Hosanna Rock’ are a regular occurrence, and the older pupils take part in a ‘Festival of voices’ that brings together pupils from many schools in the area. Particularly impressive was the school’s involvement in a stage production of ‘The lighthouse keeper’s lunch’, which involved pupils learning a range of songs and performing at a local theatre. Class music lessons, however, are not yet supported by a scheme of work that would place more emphasis on developing pupils’ musical skills. Leadership of the subject across the school is good because the co-ordinator is involved in most of the musical activities and has clear priorities for future improvement. A new system for assessing and recording pupils’ progress is being introduced. Music makes a good contribution to pupils’ social development through involvement in a wide range of musical experiences, and a sound contribution to pupils’ spiritual and cultural development through assemblies and listening to and appreciating music.

PHYSICAL EDUCATION

100. Pupils in both key stages make sound progress and attain standards that are close to those expected for their ages. Standards of attainment are similar to those found at the last inspection.

101. In gymnastics, Year 1 pupils balance on their hands and feet, and think of a variety of ways to travel along benches and over mats. They work quietly and demonstrate considerable responsibility at an early age as they assist safely with the moving of equipment. By Year 4, pupils use apparatus to explore different means of jumping, balancing and taking their weight on their hands. Sequences become longer and more complex. They watch other pupils, discuss and evaluate their performances, and copy, repeat and explore actions with increasing control. In Year 3 games lessons, pupils demonstrate rugby skills. They send a large ball accurately along the floor over a short distance, though throwing and catching skills were less accurate. Photographic evidence of

pupils learning folk dances and dancing around the Maypole shows that they respond well to music, and learn to perform intricate sequences.

102. The quality of teaching is satisfactory overall, and was good in some of the lessons observed. Teachers plan lessons thoroughly and are clear about what they want pupils to learn. Both teachers and pupils dress appropriately for lessons, and pupils change quickly and efficiently. All lessons begin with warm-up exercises and, in some lessons, pupils are asked

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about their importance. However, not enough attention is drawn to what happens to the body when exercise takes place. In the main part of the lesson, teachers demonstrate skills to pupils and make effective use of pupils' performances to stimulate ideas for others. In a Year 4 lesson, pupils were challenged to jump in different ways and constantly assessed to improve their performance. The teacher demonstrated good knowledge of the subject and pupils were willing and confident to try most activities. In most lessons, pupils are given very clear instructions, noise levels are kept to a minimum and pupils are constantly reminded about the need to work quietly in the interests of safety. Pupils are generally well behaved, responsive to teachers' instructions and enjoy their physical education lessons. Occasionally, pupils' enthusiasm results in loud voices and there is the danger of this becoming a safety issue.

103. The school provides a broad and balanced range of activities, including swimming. Planning for the subject is good and shows that different activities are arranged to happen at the most appropriate time of the year. The policy and scheme of work are in need of review and this is identified within the school development plan. Assessment is to be introduced this year using a locally recommended system. A considerable amount of teacher training has taken place including for gymnastics and games. The subject contributes well to the personal and social development of pupils as they learn to co-operate through team games and some extra-curricular activities. Co-ordination of the subject across the school is sound, and has ensured that the standards found at the last inspection have been sustained.

RELIGIOUS EDUCATION

104. During both key stages, pupils' achievements in religious education are unsatisfactory. The school devotes relatively little time to teaching the subject, so coverage of the content of the locally Agreed Syllabus is fragmented. There is also too little attention to moving beyond factual aspects to explore the connection between religious beliefs and values and pupils' own lives. As a result, at the end of Key Stage 1 and in Year 4, attainment is well below the expectations of the locally Agreed Syllabus. The last inspection made no judgement about pupils' achievements, owing to lack of evidence.

105. Throughout the school, recorded evidence of pupils' learning is sparse. In Year 1, pupils learn about the story of Moses and the plagues in Egypt. They visit a local church and note some of the special features, such as the stained glass windows and pulpit. They explore the quality of bravery when listening to the story of Grace Darling. Year 2 pupils also recall vivid memories of their visit to a local church, for example dressing in vestments, pulling the bell rope and being given a piece of bread used in the communion service. In discussion, however, higher-attaining Year 2

pupils have scant knowledge of most of the work they have covered. They recall a few well-known stories from the Bible, but their knowledge of Jesus extends only to knowing that he died on the cross.

106. Recorded work in Year 3 is more extensive, with evidence of pupils learning about the creation story, the life of Jesus, and Christian symbols. They also build their factual knowledge of Judaism, learning about worship in the synagogue and Jewish customs. They consider Jewish festivals such as Rosh Hashanah and Yom Kippur, linking the latter to their

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own sorrow for the unkind things they have done. In a Year 3 lesson seen, most pupils had a sound knowledge of the customs associated with the Jewish New Year. Work from last year shows good links made during a topic on 'Ancient Greece' when pupils considered the many gods worshipped at that time. Little recorded work was available for Year 4, owing to changes of teacher last year, but there was some evidence of pupils learning about Greek gods, considering some artefacts from Judaism, and touching briefly on features of Islam as part of their study of Pakistan. In a Year 4 lesson seen, pupils had limited knowledge of the major rites of passage in the Christian religion. Throughout the school, much of the work seen is fragmented and, though relating religious education to other topic work is appropriate, current practice does not provide a coherent set of experience that meet the requirements of the locally Agreed Syllabus.

107. In the two lessons seen, the quality of teaching was sound. Careful planning, skilful review of previous learning, and astute gathering of pupils' ideas are all good features. Teachers also use and explain new vocabulary well. In the short time available, however, it was difficult for teachers to develop the lesson beyond factual work so that pupils are encouraged to relate values and beliefs to aspects of their own lives. For example, pupils in Year 3 learnt that a ram's horn blown at Rosh Hashanah reminds Jews of the story of Abraham's faith when God asked him to sacrifice his son Isaac. Opportunities were lost to explore artefacts and rituals in pupils' own family lives that remind them of people or events from the past. As lessons are brief, it is also difficult to include a time when pupils can reflect quietly on what they have learned, supporting their spiritual development. There are weaknesses in teacher's knowledge of the subject and the requirements of the locally Agreed Syllabus, which lessen the impact of their teaching.

108. Teachers' planning for the current term is clear, but mainly refers to content and activities, with only brief reference to the skills pupils should develop. It does not amount to a scheme of work, which outlines how pupils' knowledge and skills will develop steadily. Class 'special times', when pupils reflect of their feelings, relationships with others, and social and moral issues, support work in religious education well. Acts of collective worship also contribute to the subject, such as when younger pupils, after listening to the story of the Prodigal Son, reflected on times when they had made someone who loved them sad. Visits and visitors enrich pupils' learning, such as when pupils visit places of worship and local clergy lead assemblies. Co-ordination of the subject across the school is unsatisfactory. The current co-ordinator, however, who has only been in post for a short time, already has plans to introduce a more comprehensive scheme of work. The school realises that it will be difficult to improve pupils' progress and attainment unless more time is allocated to the subject.

