

# INSPECTION REPORT

## **Quilters Infants School**

Billericay, Chelmsford

LEA area: Essex

Unique reference number: 114884

Headteacher: Mrs Z Hayward

Reporting inspector: Mrs K Beck  
10090

Dates of inspection: 4<sup>th</sup>-5<sup>th</sup> December 2000

Inspection number: 225092

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Laindon Road Billericay Essex
Postcode:	CM12 9LD
Telephone number:	01277 624773
Fax number:	01277 632016
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Peter Patrick
Date of previous inspection:	January 20 <sup>th</sup> 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
Kath Beck	10090	Registered inspector
Diane Jenkin	9587	Lay inspector
Martyn Richards	7694	Team inspector

The inspection contractor was:

Quinset  
'Draycott'  
Chappel Road  
Great Tey  
Colchester, Essex.  
CO6 1JP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
Standards are good in English and very good in mathematics at age seven.	
Very good leadership, which promotes high standards and a close working relationship with parents.	
Good teaching.	
Highly effective ethos for learning, in which children are challenged to work intellectually and creatively.	
<b>WHAT COULD BE IMPROVED</b>	<b>16</b>
Monitoring of the full implementation of the school's equal opportunities policy to ensure all the different groups of children benefit from its provision.	
The use of information and communication technology to enhance learning across the curriculum.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Quilters is a small infant school located close to Billericay town centre. There are 161 children on roll. 141 attend full-time and 41 children aged four attend part-time. There are 17 more boys than girls in Years 1 and 2. In the Foundation Stage<sup>1</sup>, there are eight more girls than boys. Four children are learning English as an additional language, and this represents a higher percentage than in most schools. Three of them are at an early stage in learning English. Few children are identified as having special educational needs and no children have a specific statement of special educational need. This is well below the national picture. The percentage of children known to be eligible for free school meals is lower than in most schools. Children's social skills are very good on entry to school. Literacy and numeracy skills are good. The inspection concentrated on standards in English, mathematics, information and communication technology and progress of children with English as an additional language, special educational needs and difference in the achievements of boys and girls. Teaching was observed in all year groups.

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

Quilters is a very good and effective school. The headteacher and staff promote a very good climate for learning. Together with the governors, they work very well to raise standards. Standards are good in English and very good in mathematics. There are examples of very high standards in art, music and information and communication technology. Overall, teaching is good. In Year 2, teaching is consistently good and often very good. The cultural tone of the school, particularly the visual arts, is especially strong. Parents have a very high regard for the school and its work. The school provides good value for money.

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

- Standards are good in English and very good in mathematics at age seven.
- Very good leadership, which promotes high standards and a close working relationship with parents.
- Good teaching.
- Highly effective ethos for learning, in which children are challenged to work intellectually and creatively.

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

- Monitoring of the full implementation of the school's equal opportunities policy to ensure all the different groups of children benefit from its provision.
- The use of information and communication technology to enhance learning across the curriculum.

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

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

Key issues from the previous inspection and developments since 1997 have been tackled well. A strong and committed response to the last inspection means standards have risen steadily in reading and mathematics over the last three years. Thorough and detailed programmes of work, which enable teachers to develop children's knowledge skills and understanding in all subjects systematically have been implemented. The school is now giving appropriate time to religious education and covering the full geography curriculum. Bright children are challenged well especially in mathematics, science, and music. Those with exceptional ability have moved on to the junior school a year ahead of the other children in their age group. There are policies for child protection and equal opportunities, but that for equal opportunities has yet to be fully monitored. A system to check the difference in progress of boys and girls in reading and writing is not yet being used to full effect to enable teachers to close the gap and raise boys' achievements. Statutory requirements for a daily collective act of worship are met. The school has strengthened its partnership with parents and with the junior school which shares the same site. National initiatives in literacy, numeracy, Curriculum 2000 and the curriculum for the Foundation Stage have been quickly implemented.

---

<sup>1</sup> Foundation Stage- children aged 3 to 6 years of age. Foundation Stage lasts until the end of the reception year.

## STANDARDS

The table shows the standards achieved by seven year olds based on the average points score in National Curriculum test results.

Performance in:	compared with			
	all schools			*similar schools
	1998	1999	2000	2000
reading	B	A	C	D
writing	B	A	C	D
mathematics	C	A	B	D

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

\* Schools with children with less than 8% free school meals.

Although the results in the national tests in May 2000 were not as good as in 1999, the trend over the preceding four years has been one of steady improvement. It is important to bear in mind that one child represents 2%. The school had predicted lower results and the targets agreed with the local authority were significantly lower than before. When analysing results for 2000 in detail, it is clear that the percentage of children reaching national standards in reading was 90%, in writing, 97% and mathematics, 97%. While these are high figures, and are close to the targets set with the local authority, too many children only just reached the appropriate standard for their age. Few reached the higher levels of achievement<sup>2</sup>, especially boys in reading and writing. Two very able children, who were originally due to take the tests in 2000, took them in 1999 and transferred to the junior school a year early. Their achievement contributed to the high results in 1999. The average points score for the school, which gives the grade for comparison with other similar schools, is calculated by adding up the points awarded to each child for each level of achievement<sup>3</sup>, divided by the number of children taking the tests. Inspection evidence shows that the school's average points score was very close to doing as well as like schools. Lesson observations and scrutiny of the work of children in the present Year 2 indicate that standards are good in English and very good in mathematics. There are examples of very high standards in art, music and some aspects of information and communication technology. Standards in religious education are satisfactory. Children aged five are exceeding the early learning goals in communications, language and literacy and mathematics<sup>4</sup>.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children work very hard and take pride in presenting their work well.
Behaviour, in and out of classrooms	Very good. Children's very good response to teachers' high expectations of good behaviour means there is a calm, purposeful working atmosphere in school.
Personal development and relationships	Very good. Relationships are very good, children co-operate very well in small groups. Older children take on responsibilities around the school

<sup>2</sup> Level 2 is the national standard and higher level of achievement is Level 3 for children aged seven.

<sup>3</sup> Level 1, Level 2 is subdivided into Level 2c (only just the national standard) 2b (average) 2a, and Level 3.

<sup>4</sup> Expected levels of achievement for children aged five. There are six areas of experience communications, language and literacy, mathematics, emotional, personal and social development, creative and physical development and knowledge and understanding of the world. As this was a short inspection, only communications, language and literacy and numeracy were inspected.

	in a mature manner.
Attendance	Very good attendance has a very positive impact on achievement.

Children are very eager to learn, listen attentively and participate energetically in lessons. They sustain their concentration and many complete substantial amounts of work. They are careful in their attitudes towards their work and are proud of what they do. In group work, they collaborate well. In information and communication technology and art, many children became particularly absorbed in their work. When working on computers they are very confident and prepared to 'take a risk', trying out new 'buttons' in the computer programmes to find out what happens. According to parents, children 'run into school' in their eagerness to do interesting things. The school rightly takes a firm line on following up absence and actively discourages parents from taking their children on holiday in term time. This is why attendance is very good and plays an important part in children's achievement.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
19 lessons seen overall	Good	Good

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

In lessons observed, 26% were very good, 47% good and the rest were satisfactory. Much of the very good teaching occurred in Year 2 in mathematics, religious education and information and communication technology. The daily literacy and mathematics lessons are taught well throughout the school. Children are encouraged to use literacy and numeracy skills well across the curriculum. Strengths in the teaching stem from teachers' good subject knowledge, imaginative use of resources and activities, which challenge children's intellectual and creative effort, and purposeful use of time. In art and information and communication technology, where some teachers have especially high levels of expertise, there are very high expectations of what children can achieve. However, in some other lessons, teachers do not always ensure all children are making their best effort, or use information and communication technology sufficiently to enhance learning across the curriculum. Tasks are not always well matched to the precise needs of children who learn more slowly, or those who are learning English as a second or additional language. As a result they do not complete as much work as they should.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage and good in Key Stage 1 <sup>5</sup> . Children are involved in a wide range of engaging practical and written activities.
Provision for pupils with special educational needs	Good. A full-time support teacher identifies children with special educational needs early in their school career and helps to plan work that meets their particular needs.
Provision for pupils with English as an additional language	Satisfactory. The school ensures the children play a full part in learning activities, but children do not have sufficiently precise learning programmes against which their progress can be checked.
Provision for pupils' spiritual, moral, social and cultural development	Very good, especially in moral, social and cultural development. Children have a strong sense of right and wrong, which underpins the sense of community. The visual arts are a particular strength. Music and displays reflect life in a multi-cultural society very well.
How well the school cares	Very good. Children's health and general welfare is catered for very well.

<sup>5</sup> Years 1 and 2.



for its pupils	Monitoring of the academic performance of specific groups of children needs to be improved.
----------------	---

The Foundation Stage curriculum successfully promotes children's independence, social, literacy and numeracy skills, plus the ability to make decisions about their work. In Key Stage 1, much of the work is relevant to the children's age and experience. While many children read well and use phonics to help them read unfamiliar words, the reading programme presents difficulties to some boys and children who learn to read more slowly. The collective act of worship makes a valuable contribution to children's spiritual development. Courtesy and good manners in class are important and modelled well by teachers. Teachers check individual children's progress regularly. However, they are less aware of the achievement and progress of specific groups of children in the school. There is a need for the school to consider more rigorously how it can help groups of boys, children who learn more slowly, and children with English as an additional language to achieve more success.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a strong emphasis on academic achievement. The highly effective ethos creates a very good climate for learning and also promotes children's social and creative development.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. They use their expertise to ensure the school's efficiency.
The school's evaluation of its performance	Good. A lot of data is analysed well, but the analysis does not always evaluate the progress of diverse groups of children in the school.
The strategic use of resources	Good. The school development plan gives a clear view of the school's priorities so that money is directed to raising achievement.

Strengths in the leadership stem from the headteacher's dynamic, positive and strong approach to team building, implementation of national initiatives and emphasis on high standards and quality in children's work. Subject co-ordinators take responsibility for leading development and raising standards in their subjects. Governors and staff give good attention to the principles of best value and use them well when purchasing large items.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Good standards of achievement. The school expects children to work hard.</li> <li>• The school is well led and managed.</li> <li>• Good teaching.</li> <li>• Children like coming to school.</li> <li>• Superb behaviour.</li> <li>• The strong sense of community.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance for children who do not learn as quickly as others.</li> <li>• Children marking time in Year 1.</li> <li>• More information about what children need to do to improve included in reports.</li> <li>• More interesting range of activities outside of lessons.</li> </ul>

Inspectors fully support the parents' positive views. While there is no evidence of children marking time in Year 1, children who do not find learning easy do not make progress as fast as they might. There is information in reports about what children need to do to improve, but this is not always clearly explained. The school is aware of this and is dealing with the situation. There is a small but reasonable number of activities outside of lessons.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards are good in English and very good in mathematics at age seven.**

1. Standards in English have risen since the last inspection. Standards in the current Year 2, in speaking and listening and writing are good, as they were in 1997. Progress has been made in reading where many children now read well and use their knowledge of phonics and word building to help them in their reading.
2. Since 1997 the number of children achieving national standards has increased steadily. In 1999 results were high, much better than in most schools, as they included bright children who took the tests a year early and transferred to the junior school one year ahead of their classmates. However, the results in the 2000 national tests showed that standards were typical of the national picture in reading, writing and speaking and listening, and the school did not do as well as schools with children from similar backgrounds. Detailed analysis shows that 90% of the children reached the national standard in reading and 97% in writing. While this is a large number of children, too many children only just reached the appropriate standard for their age. Few, especially boys, reached higher standards.
3. Many children in school are articulate. They ask interesting questions and enjoy conversations with adults. In group work, they communicate well with each other and are courteous, listening carefully to different points of view. Their good listening skills do much to enhance learning, especially in English, mathematics and information and communication technology. Teachers expect children to listen carefully to introductions to lessons. It is during these sessions that teachers give children a great deal of new information. Children need to listen carefully in order to do the follow up work successfully.
4. The school is doing much to provide additional challenge to children's communication skills. Drama has been built into the new Curriculum 2000 scheme of work. Children in the reception and early entry class happily take on the role of 'spacemen on the moon' and act out their ideas. Teachers are pinpointing more precisely groups of children who need to develop their speech skills within different subjects. They give good attention to teaching children specific subject vocabulary. In information and communication technology, children understand words such as 'font', 'style', and 'text' and use them correctly when discussing their work with the teacher.
5. Generally children read well. They are keen to share their books and in Year 2 are eager to read aloud in front of the class. For example, when the teacher showed children a poem about a clown and a mouse the children volunteered eagerly to stand up and read it to the rest of the class. In the reception class, children are already exceeding the early learning goals for children at the end of the Foundation Stage. They read simple books and quickly find words within words e.g. 'hen' in 'when'. They like playing a 'detectives' game where they have to find sounds such as 'a' in words in their story book. Parents hear their children read regularly at home and this adds much to children's progress. The newly re-organised library is helping children to

develop their skills to find information quickly.

6. Writing is taught well throughout the school. Children are encouraged from a very early age to try and write things for themselves. As a result they are confident in putting pencil to paper. Strong emphasis on the teaching of sounds that letters make is also helping children to try and spell well. Children write for different purposes. They write stories, and records of historical events such as Guy Fawkes and the Gunpowder Plot. Their writing is at its best when they describe their own experiences and feelings. For example, children wrote how they felt when looking at candlelight. They also linked this to the celebration of light in other religions.
7. Standards of handwriting are good. Children take pride in presenting their work neatly. They form their letters correctly and by Year 2 are beginning to join them. Knowledge of punctuation is satisfactory. Children know about full stops and capital letters and how to use them appropriately.
8. In Year 2, children have individual targets such as 'I will improve my writing to keep it neat'. Teachers mark work, giving children encouragement. There is, however, little redrafting of stories and this means children do not always have a full understanding of how they can improve and refine their work.
9. The school has rightly identified writing as an area for improvement and is doing its best to help children achieve more. Within the daily literacy lesson, teachers give groups of children greater guidance in writing well. In Year 1, children wrote their own rhyme about 'Humpty Dumpty'. One child wrote,

*Humpty Dumpty sat on a house,  
Humpty Dumpty sat on a mouse,  
Humpty Dumpty sat on a chair,  
Humpty Dumpty saw a bear.*

The teacher used the children's ideas about the way to spell the words and gave clear guidance so that errors were corrected.

10. The thorough implementation of the daily mathematics lesson has had a substantial impact on standards. Current standards, viewed in lessons and children's work, are better than the results in national tests in 2000. This represents good progress since the previous inspection. In 2000, many children, (97%) did well to achieve the expected standard, but fewer children than in other schools (23%) reached a higher level of achievement. As a result the school did well when compared with all schools but less well when compared to similar schools.
11. By the age of seven, children have covered a considerable amount of work. They have a good knowledge of numbers to 100. They can use the four rules of number, addition, subtraction, multiplication and division appropriately. Bright children use these well to solve problems such as 'How many 5kg bags can you fill with 40kg of potatoes?' Children find patterns in numbers, know about the properties of two and three-dimensional shapes and draw and measure lines accurately. In addition, children know about the values of different coins and collect information to include in graphs. During the inspection, children learned much about doubling and halving numbers and shapes. This was extended so that children understood the notion of fractions involving quarters and how this also linked to telling the time.

12. These very good standards owe much to the good foundation established in the early entry and reception classes, where children are exceeding the standards for children aged five. Children are involved in practical games and activities which make learning in mathematics relevant to their daily lives. For example, the youngest children played a dice game, which helped them to identify coins up to ten pence. They threw a die, which had been adapted to show six different coins, one on each face, and selected from a group of coins, the coin on the upturned face of the die. They placed this in a money-box. After several turns, with the help of an adult, they added up the value of the money in their money-box. Brighter children identified the value of coins to £2 and played games to see how many 'currant buns' they could purchase with the different coins in front of them.
13. In addition, parents assist their children to achieve well in mathematics. The subject co-ordinator has organised and made packs of games which children can take home as part of their homework, to play with their parents and consolidate skills they have learned in school in a practical way.
14. Good standards in speaking, listening, reading, writing and mathematics contribute significantly to children's learning across the curriculum.

**Very good leadership which promotes high standards and a close working relationship with parents.**

15. Leadership is very good and parents hold the school in high regard. Strengths in the leadership stem from the headteacher's dynamic, positive and strong approach to team building, the implementation of national initiatives and emphasis on high standards and quality in children's work.
16. Subject leaders have responsibility for standards in their subjects and lead developments to raise achievement. Together with the headteacher and deputy headteacher, they monitor and evaluate the quality of teaching and give clear advice about improvements to be made. This has had a particular impact on standards in mathematics where the daily mathematics lesson is often taught very well. Plans and action to improve standards in information and communication technology are already proving fruitful in raising children's achievements in the subject.
17. Initiatives such as the new Curriculum 2000 and curriculum for the Foundation Stage were considered and implemented well in advance of the due date, September 2000. Policies and schemes of work are updated regularly. The leadership defines well the way teachers should deal with children. A handbook sets out clearly the expectations of teachers in their classroom methodologies and their management of the children. As a result they expect children to take pride in their work and develop a mature and responsible attitude to learning. This clear vision centres on children's achievements, not just academically, but also in social, artistic and cultural skills. Parents support this view as they say that the school thinks about the "whole child's needs" not just their academic needs. Parents value this, and the way the school has ensured drama and music have remained important subjects within the curriculum, as they result in children's high self-esteem and confidence in learning.
18. The governors work in close co-operation with the headteacher and staff and use

their expertise, especially in financial planning and business practice, to benefit the children. They have a good view of the long-term development of the school, and meet regularly to review this. They also take an active part in planning and reviewing developments in the shorter term. Governors ask challenging questions and together with senior staff reflect on why results are the way they are and what the school has to do to improve them. To this end, learning support assistants have been employed to enhance children's learning in literacy and numeracy. The school is well-staffed. Governors are taking determined action to ensure that a full-time teacher, employed as part of the government initiative to reduce classes in infant schools to 30 by September 2001 is retained to support all children.

19. Staff and governors are proud of the atmosphere and the environment in which children work. While classroom areas are small, space is used to best effect and made attractive by high quality displays of children's work. There are long-term plans to develop a courtyard and so improve classroom space and reduce interruption by children and staff walking through lessons. Evaluations of the daily literacy and mathematics lessons have led to the installation of doors to prevent the working 'buzz' in some classes interrupting lessons in other areas of the school.
20. Parents give the school substantial financial and practical assistance. Parents help children with their homework, which includes playing mathematical games, helping children to learn to spell and listening to them read. In lessons, parents offer much practical help, especially with swimming.
21. Parents value the close working relationship they have with the school. They speak highly of the way in which the staff meet with them to discuss their child's progress, especially the new system where parents can meet with teachers each week. Working parents state that they can always telephone the school and receive a positive response to their questions. Parents are confident that children are cared for very well, especially if they fall ill. They are right to believe that the school enables their children to work hard and become mature.

### **Good teaching.**

22. Very good teaching in both mathematics lessons observed in Year 2 and in information and communication technology in one Year 1 and one Year 2 class, and religious education in Year 2, illustrates why many children acquire knowledge and skills in these subjects quickly. This is because tasks such as finding halves and quarters of shapes and numbers in a practical way, and designing a Christmas card, capture children's interest and challenge them to think hard. Lessons have a very good pace and children listen attentively and become absorbed in what they are doing. Children's involvement in whole class sessions, where they explain orally their own strategies for working out sums, sustains interest and helps other children to learn.
23. Teachers are knowledgeable about the subjects they teach, and their clear explanations enable children to learn new things as well as build on what they already

know. They maximise the use of time and give children opportunities to try things for themselves. They make imaginative use of resources. For example all children in Year 2 were involved in the mental arithmetic session of the daily mathematics lesson. Each child had a fan made up of numbers 0 to 9. As the teacher gave them a problem to work out, the children could show her their answer without fear of letting everyone else know if they got it wrong. A particularly strong feature is the emphasis teachers place on children learning and using the correct vocabulary for each subject. For example, children were encouraged to predict, estimate, guess or say a number that was “roughly half of” or “almost, not exactly...”

24. In the best lessons good questions challenge children's thinking and enable them to explain their understanding. Teachers have high expectations that children can achieve well, drawing on what they have learned before. Useful discussions at the end of lessons allow teachers to review achievement and what has been learned.
25. Good teaching in the early entry and reception class ensures that children cover all the aspects of the new Foundation Stage curriculum. Children are fully aware of routines and settle quickly to work. Activities allow children to make decisions about their work and try out their developing literacy skills. For example, children drew pictures and tried to write words to describe them, such as 'rockets'. Children are encouraged to learn through a variety of strategies which make learning fun, such as number games, songs, investigative tasks ("What happens when you put this lumpy sand through different sized sieves?"), as well as written work. Role-play activities help to extend children's speaking and listening skills.
26. Many of the good lessons have similar features to the very good ones already described. However, some teachers' deployment of the learning support assistants is not as effective as it might be in enabling children of different abilities to make faster progress in literacy and mathematics lessons. Also the work of children with English as an additional language and those who learn more slowly is not always designed precisely enough to meet their specific needs. This makes it difficult to keep a sufficiently close check on their progress.
27. Overall, teaching challenges children to think and work hard and parents are right to say it is good.

**Highly effective ethos for learning in which children are challenged to work intellectually and creatively.**

28. The parents are very supportive of the aims and values the school promotes as it provides a very good quality climate for learning. As a result of this and the standards children achieve, the school is oversubscribed. Teachers set high expectations for children's behaviour to which they respond very well. This together with very good relationships between staff and children means children work in a purposeful and industrious atmosphere. There is respect between teachers and children which allows them to learn without fear of making a mistake. Children's views are welcomed. An example of the warm relationships that exist was heard during registration. The teacher greeted each child with "Good afternoon," followed by the child's name. One child replied " Good afternoon Miss....., I hope you have an enjoyable afternoon too".
29. Children, especially older children, take on responsibilities around the school. Posters, made by the children remind others to walk around the school or enter the hall quietly for assembly. Older children look after younger ones. One of the posters

makes this clear. "Year 2 monitors will play with you, take you to the toilets, take you to the office if you hurt yourself, find you a friend." The monitors are very proud of their responsibilities and wear a coloured band to make sure other children know who they are.

30. Teachers value the high quality of the children's creative efforts. There were examples of high quality artwork displayed throughout the school. This represents good progress since the last inspection. Observational drawing skills are especially good. Children observed poinsettias and cyclamen arranged as Christmas table centres and produced excellent drawings using pastels and paints, as well as a collage made from different materials. Their work in the style of famous artists, such as Monet, show that children can use their initiative to express ideas in a range of media. Children's opinions are valued as illustrated by their comments on the work of Cezanne displayed in the library. One child wrote that she liked the picture of fruit, but another said he did not as it was 'too dark'.
31. Another strength is the children's ability to express their ideas in embroidery, weaving and clay work. There are many examples of children's embroidery of pictures such as sunflowers, butterflies or other insects on display. These embroidered pictures include beadwork to represent the markings on the butterflies wings. Other pictures are made up of pieces of material woven for their effect. One very special piece is made up of a wide variety of blue coloured materials which evokes the shifting tones of the sea.
32. Displays of children's art and written work set a high standard of presentation for other subjects and children frequently do their best.
33. Very good provision for children's moral and social development enables them to work well together and keep the class promises they have agreed in relation to behaviour, kindness, tidiness and politeness.
34. The school gives very good attention to children's cultural development and this is represented not only in art, but also music. Year 2 children are currently involved in studies of Indian music and dance. They listen to and appraise Indian sitar music, play instruments such as Indian bells, and tuned percussion as a 'drone' alongside the music. They take it in turn to move to the music, copying the style of Indian dancing they have seen before. In a music club, children perform confidently, short, imaginative pieces of music they have composed. Children know about festivals that are important to other faiths, such as Divali. Stories and displays about life and cultures of other nations, including those of children in the school who speak English as an additional language, do much to raise children's awareness of life in a multi-cultural society.

## **WHAT COULD BE IMPROVED**

**Monitoring of the full implementation of the school's equal opportunities policy to ensure all the different groups of children benefit from its provision.**

35. Staff are very aware of the importance of making sure all the different groups of children represented in the school can benefit to the full from what it offers. A good written policy for equal opportunities sets out very clearly the school's view of the diversity of its children as a positive strength. It lists a range of actions taken to make certain that no children suffer discrimination, or are excluded from school activities. A policy for multicultural education takes these considerations further, alerting teachers to materials and teaching methods, which will help, bring home to all children the reality of living in a culturally diverse society. This policy includes a sensible discussion of the educational needs of children learning English as a second or additional language, rightly seeing bilingualism as a strength to be cherished. There are also good, detailed policies to guide the school's approach to educating children with special educational needs, and the more able.
36. In a range of its printed material the school commendably makes very explicit its commitment to promote tolerance, and to deal forcibly with any instances of racist behaviour. While there is no evidence whatever of such incidents, the school should open a racist incident book, and set out in written form its guidance to teachers on dealing with any instances which might occur. The presence of simple monitoring instruments such as these can lead to the detection of incidents which might otherwise remain hidden.
37. In most aspects of its work, the school is successful in implementing these policies, and the children benefit. Bright children receive the challenge they need and those with special educational needs receive the support they require. The inspection found no evidence whatever of discriminatory behaviour. However, despite the school's good range of policies, and its sound systems for assessing individual children's development, there are areas in which provision for particular groups of children needs review.
38. Staff know that the achievements of boys, although variable from year to year, in general are not as good as those of girls, especially in English. An example of this is seen in the results of the most recent national tests, where the majority of children reaching high levels in reading were girls. The school's development plan provides for an investigation to be conducted in an effort to pinpoint the reasons for this, with a view to adjusting the teaching programme to help boys to achieve more success. This initiative needs to be carried forward quickly.
39. There is a small number of children in the school who are learning English as their second or additional language. Several of them are still at an early stage in this learning. In many important respects, provision made for them is good. They work alongside the rest of their class, undertaking the same range of activities, and achieving success across the curriculum. Where necessary, adult help is provided through an additional teacher, and a learning support assistant, to make sure they understand the work they are doing. The school makes good use of the advice it receives from the local authority in helping these children settle successfully into school.
40. This said, there needs to be a more precise approach to identifying these children's language needs, to planning individual work programmes, and to monitoring their access to other school activities. At present, they do not have detailed individual programmes of work and learning targets, based on an assessment of the language skills they need to learn, against which their progress can be monitored regularly.



While the teachers and assistants who work with the children are sensitive to the children's needs, they lack specific training in the education of children learning English as an additional language.

41. Similarly it is important for the school to begin to monitor systematically the extent to which these children take part in the wider aspects of school life. Such monitoring should include school and home issues such as whether:
  - they have friends to play with at playtime and lunchtime;
  - their parents understand the purpose of the children's homework, and how they can help with it;
  - reports, letters and other documents are fully understood by parents;
  - their parents are invited to be classroom helpers.
  
42. While the school makes good provision for its bright children and for those with special educational needs, there is a specific group of children in each class who learn more slowly than their classmates. These are children who are likely to achieve barely the national average standard by the time they are seven. They are often children who do not concentrate as persistently, or work as hard, as others in the class. In order to reach even higher standards in English and mathematics, the school needs to give particular attention to this group of children. They need to be identified as a group through the school's assessment programme, and their progress as a group carefully monitored over time. Raising expectations of this group will involve adjustments in teaching methodology and possibly curriculum content.

#### **The use of information and communication technology to enhance learning across the curriculum.**

43. In the two lessons observed, standards were very good as many children achieved very well for their age. This was as a result of very good teaching. In Year 2, children designed a picture for a Christmas card and added seasonal greetings such as "Happy Christmas". This required the children to use two different computer programmes, one to draw a picture and the other to write text. They moved confidently between the two programmes to combine the text and picture for the finished card. In Year 1, children used different tools within a word processing programme to change the font, style, colour and design of words to reflect their meaning. For example, the word 'wide' was stretched to look wide. However, the subject is not used sufficiently to enhance standards across the curriculum.
  
44. Both lessons allowed the children to be inventive. They challenged the children to use their newly acquired knowledge of the computer programmes. The work related very well to skills and knowledge children had learned before. Following the teachers' very clear demonstrations, explanations and instructions, the children were really confident and willing to try out different ideas. They knew the correct buttons to press to give the computer instructions and how to correct errors. If they did get stuck, they helped each other, or the teacher gave very clear guidance which helped the children achieve

the picture and text they wanted. Throughout the lessons children were absorbed in their task, working productively and producing work of quality.

45. All children learn to programme a moving toy. Year 2 do this particularly well. They record the instructions for the path that they have designed for the toy to move along, so that other children in the class can follow them too. From this work children know about measuring angles in degrees and knowingly include instructions for 45, 90 and 180 degree turns.
46. Children in reception and the early entry class make a good start in their use of computers. They can draw simple pictures or copy repeating patterns using the mouse well to move pictures around the screen.
47. From the scrutiny of work, and examples of work representing different levels of achievement over a year, it is clear that some children can put data into the computer to make a graph, and label pictures illustrating the different parts of a plant. They also know about the importance of information and communication technology in daily life, including programming and operating tape recorders. Some bright children have word-processed short stories, but children do not often write their work directly on to the computer. Few know about the Internet or are clear how to save, find, retrieve or print their work.
48. Very good links with the junior school on the same site means children and teachers have regular access to a very good computer suite in the junior school. Teachers take half the class to the computer suite for one hour each week, where children can work individually on a computer, to learn computer skills quickly and systematically. The rest of the class, led by a knowledgeable teaching assistant, carries out challenging tasks in relation to programming the movable toys. Children work in small groups in these sessions and have to make group decisions about the path that the toy is to follow. This does much to raise both social and information and communication technology skills.
49. The knowledge and skills gained by children in their information and communication technology lessons have yet to be fully utilised in other lessons and raise standards across the curriculum. The school is aware of this and has just installed a small computer suite consisting of six up to date computers. They are linked together so that children can work on similar tasks. It is intended that children will work in small groups to raise their knowledge and skills both in information and communication technology and other subjects. This is a good start but there is still a lack of good quality computer programmes to enhance learning in reading and mathematics. There are few CD-Roms to enhance children's reading skills and develop research skills. Resources are improving but the school has yet to purchase a digital camera and scanner. Printers to illustrate children's work are ageing and limit the quality and range of work that can be printed to illustrate achievement.
50. Teachers use the single computer they have in their classrooms to help children to consolidate learning. For example in mathematics, children complete simple addition sums selecting and moving numbers around the screen to complete a sum such as  $5+3=8$ . However, such programmes lack intellectual challenge and do little to take children's learning forward, especially those who may need a variety of experiences to understand new concepts. Few teachers use computers to enhance classroom displays.
51. The school has made good progress since the last inspection. The co-ordinator for

information and communication technology and the headteacher have a very good view about the strengths and weaknesses in the subject. To raise standards across the full information and communication technology curriculum and other subjects, training within the New Opportunities Fund has been arranged to start in January 2001.

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

52. The headteacher, governors and staff should build on the many strengths of the school to:
- (1) Make certain all groups of children have the best possible opportunity to benefit from the school's provision, by:
    - analysing the attitudes and attainment of boys, with a view to achieving even better standards, especially in reading and writing;\*
    - implementing more precise learning programmes for children learning

English as an additional language, to ensure they progress as quickly as possible;

- providing specific training for teachers and learning support assistants in the education of children learning English as an additional language;
- developing a systematic process for monitoring the extent to which children learning English as an additional language, and their parents, are enabled to play a full part in all aspects of school life;
- systematically monitoring the progress of that group of children who are likely only barely to reach the national average standard, and adapting work where necessary to make sure they are working to their best possible levels;

(2) Ensure information and communication technology enhances learning across the curriculum by:

- evaluating, implementing and using skills learned in training in 2001;
- using more challenging programmes to raise standards across the curriculum, especially in reading, writing and mathematics;
- continuing the improvement to resources;
- encouraging teachers to use computers more in their classroom displays.

\* This is already in the school's development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26%	47%	26%	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	161
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence	%
School data	3.9
National comparative data	5.7

Unauthorised absence	%
School data	1.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	24	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	23
	Girls	36	37	36
	Total	55	59	59
Percentage of pupils at NC level 2 or above	School	90 (95)	97 (97)	97 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	22
	Girls	37	37	36
	Total	60	60	58
Percentage of pupils at NC level 2 or above	School	98 (95)	98 (95)	95 (98)
	National	84 (82)	88 (86)	88 (87)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	123
Any other minority ethnic group	3

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	31

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

Total number of education support staff	7
Total aggregate hours worked per week	124

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	387,282
Total expenditure	373,936
Expenditure per pupil	2,010
Balance brought forward from previous year	12,773
Balance carried forward to next year	26,119

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	182
Number of questionnaires returned	82

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	1	0
My child is making good progress in school.	59	32	6	0	4
Behaviour in the school is good.	49	46	1	0	4
My child gets the right amount of work to do at home.	37	52	10	0	1
The teaching is good.	60	39	0	0	1
I am kept well informed about how my child is getting on.	45	48	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	2	0	1
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	52	41	5	0	1
The school is well led and managed.	56	41	1	0	1
The school is helping my child become mature and responsible.	44	52	1	0	2
The school provides an interesting range of activities outside lessons.	16	46	18	2	17

Numbers may not add up to 100 as numbers have been 'rounded'.