

# INSPECTION REPORT

## **HANNAH BALL INFANT SCHOOL**

High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110324

Headteacher: Mrs. M. A. Moore

Reporting inspector: Mr R Fry  
21073

Dates of inspection: 4 – 6 March 2002

Inspection number: 230412

Full inspection carried out under section 10 of the School Inspections Act 1996

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## **GLOSSARY of terms**

Baseline assessment – tests for young children when they join the school or in their first year.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

Foundation Stage – (young children up to the age of 5+) The curriculum includes the 'Areas of Learning' - language development, mathematical understanding, knowledge and understanding of the world and creative, physical and social development. There are 'Early Learning Goals' for children to attain at five.

ICT – information and communication technology.

Key Stage 1 – pupils aged 6 to 7 years old.

Key Stage 2 – pupils aged 7 to 11 years old.

National averages – refer to National Curriculum test results and teachers' assessments in English, mathematics and science where there are national comparisons with all schools and similar schools.

National expectations – most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of 7 years and Level 4 at the age of eleven.

Scheme of work – courses of lessons in eg. English, for teachers to use when planning lessons. The school uses national guidance provided by the Qualifications and Curriculum Authority (QCA) to help them plan lessons for some subjects.

School development plan – set of plans that show how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Philip Road High Wycombe Buckinghamshire
Postcode:	HP13 7JS
Telephone number:	01494 522476
Fax number:	01494 442008
Appropriate authority:	Governing body
Name of chair of governors:	Dr. J. Preece
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21073	Roger Fry	Registered inspector	Equal opportunities Mathematics Science Information and communication technology Design and technology Geography History	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11439	Jill Moore	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22058	Christine Richardson	Team inspector	Special educational needs Foundation Stage curriculum English Art Music Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
19041	Roger Linstead	Team inspector	English as an additional language	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</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>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Hannah Ball Infant School is a small sized school for boys and girls aged between four and seven years. The school educates pupils from a small area to the east of High Wycombe. It has 77 pupils on roll. Children's attainment on entry to the school is well below average. Thirty five per cent of pupils are eligible for free school meals, which is above average. Forty three per cent of pupils have special educational needs, which is well above average. Some, for example, are at an early stage with reading and writing. Thirty-seven pupils have English as an additional language, and many are at an early stage in learning English. Ofsted extended the inspection by one day so that the school's provision for pupils with English as an additional language could be inspected more thoroughly.

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

Hannah Ball Infant School is an effective, happy and caring school. It makes good provision for all pupils, including those with special educational needs and English as an additional language. Pupils make good progress. The teaching is good and all staff work well together and seek to improve the standards of pupils' work. The cost of educating pupils is high. The school gives good value for money.

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

- Pupils achieve well because the teaching and learning are good.
- Some aspects of the management and leadership of the school are very good.
- Pupils' attitudes to school are very good.
- The school takes good care of all pupils.
- The programme for meeting pupils' special educational needs is very good.
- Pupils' moral and cultural development is very good.
- Links with parents are very good.

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

- Pupils' standards of work are below national averages in English and mathematics.

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

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

The school was last inspected in February 1998. Since then, it has made good improvements. The teaching has improved and pupils' attainment has risen steadily. The headteacher has successfully raised expectations in the school through her checks on teachers' planning and work in classrooms. No unsatisfactory teaching was observed. Teachers provide more opportunities than they did for pupils to listen and speak in lessons, and they have developed pupils' interest in reading at home and at school. The school now uses national guidance to plan lessons for design and technology, information and communication technology, and music. Teachers' expertise in these subjects has improved and resources for pupils to use in lessons are much better. Teachers devote more time to design and technology, and information and communication technology lessons. The school development plan contains better links between priorities and the costs of putting them into action. The school has a better system for assessing and recording what pupils know, understand and can do.

The provision for English as an additional language has improved. Pupils receive better direct support when they need it. The school has good plans to improve further in the near future the bi-lingual support for pupils. English as an additional language has more prominence in teachers' planning. The provision for pupils with special educational needs has improved and links with parents are better.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Hannah Ball compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	E	D	E	D
writing	E	D	E	D
mathematics	E	E	E	D

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

The table shows that, in National Curriculum tests in 2001, Year 2 pupils' standards of work in reading, writing and mathematics were well below average in comparison with schools nationally. In comparison with similar schools, pupils' results were below average. In 2000, results were well below average in mathematics and below average in reading and writing. Pupils in Year 2 reached their targets and, last year, they exceeded them in mathematics. Over the past four years, the proportion of pupils gaining the national standard Level 2 in national tests in reading, writing and mathematics has risen from 70 to 80 per cent approximately. The trend is one of improving results and better pupil achievement.

Five year olds attain standards below those of young children nationally, but they make good progress from a well below average starting point in all the 'Areas of Learning' they study. They make good progress with personal and social development. Children's progress in language and literacy and mathematical development are also good. The teaching in the reception class has had a positive effect on young children's standards of work. Young children become confident and learn important skills, such as how to work together with others. They follow instructions and settle to tasks.

During the inspection, Year 2 pupils' standards of work observed were typical of pupils nationally in science, information and communication technology, religious education, history, design and technology, and physical education. They were below average in mathematics and English. The school has identified the need for continuing improvements in standards, such as in writing, listening and speaking.

Pupils make good progress and achieve well. The quality of teaching ensures that pupils make good progress from the time they enter the school until they leave it. Pupils with special educational needs also achieve well, and they attain their targets. Pupils with English as an additional language take a full part in all lessons and their achievement is as good as other pupils. Higher attaining pupils with English as an additional language achieve well.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils respond well in lessons and to activities, such as practical work in science and mathematics, or when working in groups with a teacher. Pupils are very enthusiastic and want to get on.
Behaviour, in and out of classrooms	Good. Pupils mostly behave well in lessons and at playtimes. Occasionally a few pupils in each class can be over enthusiastic and unhelpful. Movement around the school is also good. Pupils are reliable and helpful.
Personal development and relationships	Good. The school's emphasis on developing pupils' social skills has been successful. Pupils mostly get on well with each other in class and in the playground. Pupils carry out duties enthusiastically and reliably, such as delivering things to the office.
Attendance	Satisfactory. A higher than average proportion of pupils takes extended holidays during school time.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	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.*

The teaching in the reception class meets young children's social and physical needs effectively. When they come to school, there are many interesting activities for them to do. Children are well managed. The teaching of language and number skills is good. In Years 1 and 2, teachers continue to ensure that pupils are well supported. Pupils are effectively managed in all classes by teachers and support staff. An important strength is the way teachers settle young children and pupils so that they are able to learn. Teachers reinforce ideas and repeat key points of lessons frequently and, consequently, pupils often make good progress with learning new ideas in lessons. The needs of pupils of all capabilities are met in lessons. Pupils with special educational needs, and English as an additional language, make good progress. Teachers and support staff meet their needs effectively in small group sessions and in class lessons.

The school places great emphasis on teaching basic skills and has been awarded the Basic Skills Quality Mark. Across the school, English (literacy) and mathematics (numeracy) are taught effectively, and pupils make good progress. There is scope for the National Literacy and Numeracy Strategies to be adapted to meet the needs of the most able and least able better. There is a purposeful atmosphere in classrooms and teachers have a wide spread of knowledge and skills. Teachers are very well prepared and emphasise language in all lessons. Pupils learn well because teachers prepare many practical lessons for them, so that they discover ideas for themselves. Pupils were observed learning to make a bulb light in science, learning the sounds of pairs of letters in English, and how to put numbers in the right order in mathematics.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum and religious education are taught. High priority is given to teaching the basic skills of literacy and numeracy. There has been a good improvement in the information and communication technology curriculum. Computers are used regularly to support pupils' work in different subjects.
Provision for pupils with special educational needs	Very good. The provision is very well managed. Pupils make good progress towards the targets in their well-written individual education plans. Teachers and support staff help pupils effectively in lessons. All pupils are well integrated into whole class lessons and have work that challenges them.
Provision for pupils with English as an additional language	Good. All pupils are well integrated into lessons and they make good progress. The teaching takes account of the needs of all pupils. In reception, young children receive some very good small group work that develops their understanding of important English words.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' moral and cultural development are particular strengths. All pupils have opportunities to take part in everything that the school does. Good displays of pupils' work enhance classrooms and many parts of the school. Displays of religious objects in the hall are very interesting. The social and moral tone of acts of collective worship is strong.
How well the school cares for its pupils	Good. Teachers use information about pupils' progress effectively to guide their planning. End-of-year reports for parents are informative. The rewards that teachers give for pupils' good work and attitudes are effective. The school has not completed a small number of statutory documents, for example about health and safety.

The school has a very good 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 has led the school very well, which has led to improvements in the curriculum, teaching and learning. Since the last inspection, the school has responded effectively to what needed to be done. Staff with responsibilities are effective in their work. The administration of the school is satisfactory but some of the systems for storing and retrieving important information are limited.
How well the governors fulfil their responsibilities	Good. The chair of governors effectively oversees the running of the school. He understands its strengths and what still needs to be done. Some governors help to manage the school by reviewing progress with the National Literacy and Numeracy Strategies. The aims of the school are reflected well in its work. Some items required in the annual report to parents have not been included.
The school's evaluation of its performance	Good. The school development plan identifies what the school needs to do. The headteacher makes very effective checks on the work of the school, and the quality of teaching has improved consequently, for example in English lessons.
The strategic use of resources	Good. The school has made good use of the money available to it and 'best value' is found for many major purchases. The school has developed extra sources of income very successfully. The underspend up to March 2002, which is mostly income from the school's own sources, is kept in reserve to ensure that the good provision is maintained.

The accommodation is very good and there is a very good range of books and equipment for use in lessons.

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

Thirty nine per cent of questionnaires were returned and 14 parents attended the two parents' meetings.

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like going to school very much and make good progress with their work.</li> <li>• Behaviour is good.</li> <li>• The right amount of homework is set for children of different ages.</li> <li>• The teaching is good and parents are kept well informed of their children's progress.</li> <li>• The school works closely with parents and they feel comfortable when approaching the school with a question or problem.</li> <li>• The school helps pupils to mature.</li> <li>• The school is well managed and led.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel there are not enough activities outside lessons.</li> </ul>

Virtually all parents are pleased with what the school offers. The inspection team agrees with parents' positive views and feels that the school makes satisfactory provision for activities outside lessons. The school runs a successful after-school club where many interesting activities are offered. During the inspection, the school asked parents if they were happy with the after-school club arrangements. Many parents replied and their responses were positive.

### **OTHER INFORMATION**

The governing body is responsible for drawing up an action plan, within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

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

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

1. Young children enter the school with limited general knowledge. Their understanding of number, reading and writing is also low. There is a high proportion of pupils with special educational needs, and many children have a limited grasp of English. The good quality of support for pupils with special educational needs, such as for the highest and lowest attainers, and pupils with English as an additional language has improved their achievement.
2. Young children and older pupils make good progress and achieve well. Teachers have higher expectations of pupils and the quality of teaching now ensures that pupils make good progress from the time they enter the school until they leave it. Good achievement is present in many subjects. Pupils with special educational needs make good progress towards the targets on their individual education plans, and in the development of self-esteem and confidence, because of the good teaching they receive and the suitability of their targets. The school makes good use of assessment information for setting targets in pupils' individual education plans and for the formation of teaching groups. Pupils' needs are identified at an early stage in the reception class.
3. Pupils with English as an additional language take a full part in all lessons, and their achievement is as good as other pupils. Children in the reception class who have English as an additional language achieve lower standards than other children in the class. This is because many are at an early stage of learning English. In Years 1 and 2, pupils' standards are not significantly different from those of other children. There are no significant differences between the attainments of boys and girls. The school treats all pupils equally, whilst recognising that some pupils have needs that others do not have.
4. Children at the end of the Foundation Stage attain standards below those of young children nationally overall, but make good progress in all the 'Areas of Learning' they study. By the time they leave the reception class, many children are closer to the expected levels of attainment in knowledge and understanding of the world and physical and creative development. A significant majority, however, are still below the levels expected for their age in reading, writing, numeracy and personal and social development. The teaching in the reception class has had a positive effect on young children's standards of work. Young children become confident and learn important skills, such as how to work together with others, follow rules and settle to tasks.
5. In Year 2 last year (2001), pupils' standards of work in reading, writing and mathematics were well below average in comparison with schools nationally. In comparison with similar schools, pupils' results were below average in reading, writing and mathematics. In 2000, results were below average in reading and writing and well below average in mathematics. Results in 2001 were not as good as those in 2000. The variation in results and standards is explained by the following factors. Size of year groups, the number of pupils with special educational needs or at the very early stages of learning English as an additional language, and the number of pupils who have extended holidays during the year all have an effect.

6. Overall, trends over the last five years show a year-on-year increase in pupils' attainment. For example, the proportion of pupils who have attained the nationally expected level 2 in mathematics has increased from 63 per cent in 1997 to 83 per cent in 2001. Improvement has occurred because, for example, teachers have used the literacy and numeracy strategies effectively. The subject co-ordinators have also provided the necessary guidance for teachers to teach more successfully, and the headteacher has established clear priorities for improvement. However, there are some pupils whose understanding of English is not yet at a level to enable them to speak fluently and to benefit from all of the activities of the literacy hour. More flexible use of the strategy, enabling small groups of pupils to work with an adult on specific but related language programmes, would enable pupils to increase their understanding of English and their vocabulary. There are times when the highest attaining and lowest attaining pupils in mathematics do not make best use of their time during the taught parts of lessons. The lowest attainers can become restless. They do not receive enough small group work with a support member of staff. The highest attainers would benefit at times from starting their activities sooner so that they might make faster progress, rather than listening to teachers' consolidation points intended for all pupils.
7. Most pupils attain below average standards in speaking and listening, although pupils' learning shows sustained, good progress overall. Teachers and support staff work hard to improve pupils' literacy skills. There are effective opportunities for guided reading and adult supported speaking and listening. This good practice helps pupils to develop skills that can be used in the whole-class elements of the literacy strategy, when pupils respond positively to the texts studied. In reading, Year 2 pupils make good progress and achieve standards close to the national average. Pupils benefit from the systematic teaching of skills, with an appropriate emphasis on the teaching of letter sounds and blends. Standards in writing are improving and pupils present their ideas in a sequence of sentences, often making correct use of full stops and capital letters. Pupils' handwriting is legibly formed, of a consistent size and pleasing to look at as a result of good systematic teaching and an emphasis on good pencil control.
8. Standards of attainment at the end of Year 2 this year are below national expectations in mathematics. However, pupils achieve well. The school attributes the steady improvement in standards, for example, to the positive effects of the National Numeracy Strategy.
9. During the inspection, Year 2 pupils' standards of work observed were typical of pupils nationally in science, information and communication technology, religious education, design and technology, history and physical education. Teachers' assessments of pupils' standards of work in science last year indicated that results were close to the standard found in all schools. Pupils achieved well and their attainment has been maintained since the last inspection. Achievement is good because the teaching is interesting, practical activities are common and additional adults help pupils to understand new ideas.
10. Standards of work in information and communication technology match those expected nationally at the end of Year 2, and pupils now make good progress and achieve well. The school has made major improvements since the last inspection to the quality of provision. The new computer facilities, including access to the Internet, have made a positive impact on pupils' learning. Pupils now systematically build on their skills year on year. Teachers' expertise has improved and computers are used in many lessons to support what pupils do.

11. The school teaches skills in other subjects that improve pupils' understanding of English. Pupils write some facts about other faiths in religious education. Pupils find things out from non-fiction books to help them understand scientific ideas. In design and technology and science, pupils record some evaluations of their findings. Work in other subjects also helps pupils to develop wider mathematical skills. For example, in science lessons pupils use basic measurements and counting in their investigations. In design and technology, pupils estimate the dimensions of materials that they need to make things. Early work on dates in history and religious education helps pupils to understand four-digit numbers.

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

12. Pupils' behaviour and personal development are good. Their attitudes are very good and have improved since the last inspection. Pupils have opportunities to develop and mature, and they take up these opportunities eagerly. The school raises achievement and pupils make good progress because they are positive towards school.
13. Pupils' attitudes are very good and pupils are very enthusiastic about coming to school. Many examples of this enthusiasm were seen in lessons and assemblies, and as pupils moved around the school during the inspection. Where the teaching is good, pupils respond quickly to the challenges set. Pupils are eager to learn, and they show interest in lessons.
14. There is a small but significant group of boys who find it difficult to follow instructions and do not concentrate well. They have a negative effect for brief periods on the learning of the whole class. Pupils usually settle well, are attentive and eager to take part in lessons. They play well together during breaks and lunchtimes and boys and girls mix well together. All pupils, including the under fives, understand the systems around the school very quickly, and they move well around it. Pupils learn to line up in alphabetical order in the playground, and for evacuation drills, as soon as they start at the school.
15. Pupils for whom English is an additional language have good attitudes to learning. They are interested in new work and are keen to contribute. For example, in a Year 2 English lesson about letter sounds and patterns, nearly all pupils listened well, and were keen to answer questions and give examples. Boys are often more confident in lessons and have more to say than girls.
16. Pupils respond well to each other and to the staff. They co-operate well in and out of classes. Pupils mix, play and support each other well. Relationships around the school are good. The school knows its pupils well and responds to their needs. Children are given opportunities to take responsibility. For example, they are in charge of switching on the music at the beginning and end of assemblies. These responsibilities help pupils to mature and gain in confidence. Pupils' moral sense is developed during religious education and assemblies, because the stories used are discussed and related to their lives in and out of school.
17. Attendance at the school is satisfactory. A number of families take long holidays in term time, which lowers attendance levels. There are very few instances of lateness and the school registers are marked and closed correctly. There were five fixed-term exclusions last year. The school gave good reasons why the exclusions were given. The school has not needed to exclude any pupils recently. The school uses a wide

range of outside agencies to support pupils' behaviour, and makes full use of the facilities that they have to offer.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The good teaching in the Foundation Stage enables children to make good gains in learning because the planning is thorough and takes good account of children's' needs. The teacher has a very good understanding of the needs of these children and works well with support and special needs staff. There are good procedures for assessing children on entry into the reception class. This ensures that children's special educational needs are identified very quickly. The teacher sets targets in literacy and numeracy for all children, using this information thoughtfully when grouping them. Targets are reviewed and amended regularly and children are aware of the certificates they receive when they know, for example, a set number of words. Children also learn how to handle gymnastics apparatus safely, and produce very controlled and imaginative sequences of movements as they go in and out of the apparatus. They learn to use tools, materials and equipment with increasing dexterity and demonstrate a good level of co-ordination when building and fitting tracks together.
19. The teaching is good in Years 1 and 2. The teaching observed ranged from satisfactory to very good. In 54 per cent of lessons the teaching was good and, it was very good in 23 per cent. The overall good quality of teaching has a positive effect on the learning that takes place. Throughout the school, there are particular strengths in the teaching of basic skills and in teachers' planning. Pupils enjoy school because the teaching is often interesting and pupils feel secure because their emotional needs are met.
20. Teachers have a good knowledge and understanding of the subjects they teach. They develop good relationships with their pupils so that they have positive attitudes to subjects. Teachers are keen for pupils to improve and value their contributions. When teachers are concerned about the concentration level of pupils, they usually work effectively with support staff to provide individual guidance. In, for example, some science lessons and design and technology, the practical approaches, good use of adult support and the enthusiasm and expertise of teachers have positive effects on pupils' interest and motivation to learn. Pupils see things happening in front of them and think about why, for example, a bulb does or does not light when they think it should.
21. Teachers throughout the school are competent in teaching basic skills in English and mathematics. The steady improvement in results over the years proves that the teaching is meeting the needs of pupils and the National Curriculum for English and mathematics. They have effectively implemented the national strategies for literacy and numeracy. Pupils gain new skills and build well on their previous learning. For example, teachers encourage children to find different ways of solving problems in mathematics, and they value any contributions made by individuals. Pupils learn that there are many ways to find the right answers to problems. The lesson planning for literacy and numeracy lessons follows the national recommendations closely. There is now scope for teachers to use the time for teaching general points to the whole class even more efficiently. For example, the lowest attainers might benefit more from a programme of daily language and number work, more closely related to their specific needs, in very small groups with support staff.

22. Thoughtful lesson planning and organisation mean that lessons are usually well balanced and pupils often achieve what the teachers plan they should. For example, in physical education, pupils start their work with enjoyable activities to warm up their muscles before strenuous exercise, and there is a corresponding relaxation of muscles at the end of lessons. Most pupils are keen to get on with their work and this reflects in their progress. Pupils enjoy lessons and the activities that give them chances to learn and practise new skills.
23. Adults who provide support in lessons are well briefed and they make a good contribution to lessons and to pupils' learning. The school is sufficiently well staffed to allow more than one adult to be present in many lessons. The support adults work with all pupils. When pupils work in groups with an adult they often make good progress. An important strength of their teaching is that key ideas are repeated many times, so that all pupils have a good chance to remember what they have heard. A good lesson was observed in Year 1. The support teacher worked with average and higher attainers on missing numbers. She provided many different exercises and activities and that were at all times interesting to pupils, so they made good progress.
24. Teachers' management of pupils is good. Consequently, pupils respond well to teachers and adults and they usually concentrate well. Teachers have proper expectations of the kinds of behaviour to be accepted and they reinforce rules sensitively and without confrontation. Teachers know their pupils well and they make regular assessments of their attainments in English and mathematics. Records are kept and information from assessments is used for grouping pupils. Teachers often mark pupils' work in a way that helps pupils to learn from their mistakes. Parents are in favour of the type and amount of homework that the school gives pupils, and the inspection team agrees with them.
25. The quality of teaching and learning for pupils for whom English is an additional language is good. The strengths of the teaching are teachers' skilled approach to giving pupils' work that challenges them, their good knowledge of how to teach the basic skills of English, and good use of time and resources in lessons. Sometimes teachers need to raise their expectations of pupils' concentration in class lessons. This is because pupils' chatter sometimes slows the pace of learning when they are working in groups. Some small group work is very good indeed. The teacher with responsibility for pupils' special educational needs was observed giving an intensive lesson to two young children. They learned to consolidate their colours and names of shapes and also learned the meanings of 'on,' 'under,' and 'in.'
26. Teachers and support staff take careful account in their planning of the targets for pupils with special educational needs, and for those with higher prior attainment. Targets in individual education plans are clear and achievable. Pupils are grouped, after the taught parts of lessons, according to their prior attainment in numeracy and literacy. This arrangement ensures that tasks are matched well to pupils' abilities. Pupils have skilled support from experienced and committed teachers. Recently appointed support staff are working hard to develop their skills in working with small groups and supporting the teacher in whole class activities. Some pupils have support on an individual basis as well as receiving additional care and attention in small groups or whilst working with the rest of the class. Teachers maintain good records and there is regular, relevant and high quality sharing of information with the special educational needs co-ordinator.



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

27. The whole curriculum reflects the school's aims well. These are reflected in the good links with the community and the wider world, which make a valuable contribution to the learning of its pupils. The curriculum provides good opportunities for all pupils, including those with special educational needs and those who attain at a higher level. Effective use is made of day-to-day assessment. It makes good provision for pupils who learn English as an additional language. Since the last inspection there has been a good improvement in the curriculum in that:
- all curriculum policies are in order and reviewed regularly,
  - there are now guidelines for all subjects, nationally recommended guidance for the curriculum is supplemented with the school's own guidelines for each subject,
  - teaching resources for information and communication technology have improved substantially,
  - sufficient time is given to all subjects,
  - the literacy and numeracy strategies have been implemented effectively.
28. The effect of the good management of the curriculum and teachers' hard work is evident in the overall upward trend in standards.
29. The National Curriculum is taught in an interesting and stimulating way, so that pupils achieve well. All aspects of subjects are taught across the school and this ensures that the school meets statutory requirements, including the arrangements for collective worship. Religious education is taught according to the locally agreed guidelines. There are good links between many subjects, especially through aspects of literacy, history and art. For example, pupils prepare very relevant questions to ask the boy who is pretending to be the baker from whose shop the Great Fire of London spread. They interview him, listen to his answers and then pose more questions. They write their questions to label an interesting display about the seventeenth century.
30. The curriculum for children in the Foundation Stage (reception class) is very good. It is planned to make sure that every child has experience of the 'Areas of Learning,' and there is a particular emphasis on developing children's use and understanding of language and social and personal skills. There is a very wide range of opportunities for pupils to learn, and activities are well prepared and challenging.
31. Provision for special educational needs is very good because of its relevance for all pupils with special needs. Pupils receive specific help in literacy and numeracy lessons and in many other lessons. Thoughtfully planned programmes support pupils with emotional and behavioural needs well. Teachers prepare and review individual education plans regularly and discuss programmes and children's targets with parents. There are appropriate extension activities for higher attaining pupils in most lessons. However, sometimes in numeracy the highest attaining pupils need more opportunities to extend skills rather than reinforce work done previously.
32. The provision for extra-curricular activities is satisfactory. Good use is made of visits to enhance pupils' learning. Pupils of all ages and capabilities benefit from a curriculum that meets their personal and social needs well. The content and organisation of the curriculum ensure that all pupils have equal opportunities to experience all that the school offers. Pupils with special educational needs work and play well with others in the classroom and in the playground. Good provision is made

for personal, social and health education, based on the recently introduced guidelines and the school's own programme for teaching 'good health' topics. The curriculum includes a sensitive approach to sex education and drugs awareness because teachers deal thoughtfully with any issues that arise at a level of understanding suitable for pupils. The personal development of pupils is considered very important. Pupils have opportunities to discuss and consider difficult issues, such as their fears, friendships, or bullying immediately or at special times during the week when they sit quietly in a circle to discuss them.

33. There are suitable arrangements for admission to reception and the transfer of pupils to the junior schools. Curricular links with other schools are good and support effectively the development of the curriculum. Purposeful links with the community make a good contribution to pupils' learning. For example, a local church group donated the school shelter that provides cover for children when they are outside near the playground. Older residents from a nearby home come in to share their experiences with pupils. The choir goes to the home to sing at Christmas and to share their music with the residents. All of these contacts enable the school to play a full part in the community.
34. The good qualities in teaching give pupils for whom English is an additional language the same opportunities and access to the curriculum as those of other pupils. However, recent changes in the support team for pupils for these pupils have reduced the amount of bilingual help available to pupils at the early stages of English acquisition. The school intends to appoint a further support adult in the very near future to improve the provision for this aspect. Displays in classrooms and around the school celebrate all the religions of the school community and remind pupils of the cultural diversity of today's society.
35. The provision for pupils' personal development is very good overall. Provision for spiritual and social development is good, for moral and cultural development it is very good. This is an improvement since the last inspection, when personal development was good. Assemblies are calm, orderly occasions and provide opportunities for pupils to reflect on the world around them and to respect individual differences. They are enhanced by the quality of the singing and the music played as pupils come into the hall. Pupils consider the beauty of the world through art, music and literature. When they are in the playground and on the field, they appreciate the interesting views across High Wycombe. Children in reception think it is 'magic' when the magnet lifts a small piece of metal, and pupils gaze at their pictures on the computer with great pleasure in the effects they have produced. Displays around the school make a strong contribution to the positive climate of the school in which pupils are encouraged to grow and flourish, respect others and are respected.
36. There is a clear code of behaviour in classes, and throughout the school. It is used effectively to promote moral and social development and pupils know how the rules are to be applied in the classroom and the playground. This provides a very good framework in which pupils can grow. The school has worked very hard to develop an open and safe learning environment in which pupils can express their views and practise moral decision-making. Pupils have a clear understanding of what is right and wrong, as their reactions show when they see their classmates being rewarded for doing good things. For example, they all understand the systems of report books and stickers and are pleased when someone achieves the three smiley faces in one day. For some children, this is a big achievement. The school's rules and use of rewards recognise, and comment upon, positive aspects of pupils' work and behaviour. Pupils value the rewards and trophies they can earn. They line up well, wanting to win the award for the best lines of the week, and try hard to keep their

rooms and school tidy. The belief that rewards are worth having is central to the systems created to encourage good behaviour. Relationships in the school are positive and provide pupils with good examples on which to model their own social and moral behaviour.

37. Pupils work co-operatively, sharing ideas and supporting each other as needed, and older pupils have opportunities to contribute to the smooth running of the school by undertaking responsibilities. For example, two pupils ensure that music is playing when pupils enter for assembly. The school fosters a sense of community and makes all pupils feel valued. Pupils participate in many competitions during the year and everyone takes great pride in any successes. There is loud applause in assembly when it is disclosed that a pupil won a 'Spring' drawing competition. However, they are additionally proud when the school is awarded a certificate for keeping the site litter free, because they know they all contributed to this.
38. There is very good provision for pupils' cultural development. Stories, music, art and literature from many countries and diverse cultures are used thoughtfully throughout the school. The displays of artefacts and books from various religions are of high quality and show that religious and cultural equality are valued and given a high priority in the school. Pupils show great respect for these displays and enjoy talking about them. During the year, pupils celebrate many festivals and the sharing of knowledge and enjoyment of them is central to many class assemblies. Sports day is another cultural experience, when pupils and their families gather for country dancing, races and a large family picnic.

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

39. The school continues to take good care of its pupils. It puts a high value on making the children feel safe and secure and has created a caring atmosphere where they can develop and feel valued. The school works hard to develop pupils' moral and social skills; the effectiveness of this is seen in the respect that the pupils show for each other and for beliefs different from their own. Teachers celebrate the pupils' success both inside and outside school. For example, a pupil was congratulated at the whole school assembly for winning a High Wycombe art competition. The school has a high percentage of pupils from ethnic minority groups. They are well integrated and work and play happily together. The school values the diversity of their pupils. They are encouraged to bring in items for colourful multi-ethnic displays on culture and religion, which are on show around the school. The displays are beautiful and are obviously valued by the children who look at them, but do not touch.
40. The school has very good procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour. The staff develop good relationships with pupils and this encourages mutual respect. Teachers expect good behaviour from the pupils but sometimes have to work hard to contain pupils' enthusiasm and lack of self-control. Teachers are well supported by the other staff in school who also expect good behaviour and implement the rewards and sanctions part of the school's written behaviour policy. The school has a system of support classes, which help to boost pupils' reading attainment, and these are working well to support learning. Small groups of pupils are removed from classes for half an hour and given concentrated help with word recognition and speaking. Pupils then take home groups of words, for parents to continue the work with them at home.
41. The school has a good child protection policy that is working well in practice and the school works closely with outside agencies to deal with any problems arising. There

is no child protection section in the staff handbook, but the headteacher does this verbally, and there are guidelines and copies of the policy available on site. The school has been alerted to required health and safety checks that are presently not recorded. All equipment is checked annually and the fire alarms are monitored weekly. The children always line up in alphabetical order in the playground and this arrangement enhances the efficiency of the evacuation drills carried out termly.

42. The school does not follow up absences immediately and four days can elapse before parents are contacted about unexplained absences. The high number of parents taking children away during term time adversely affects the attendance figures. Some families take their children for long holidays out of the country during term time. The school does discourage this practice because of the detrimental effect it has on children's learning. Evidence was seen of pupils finding it hard to settle back into school life and having lost much of what they had previously learnt.
43. Pupils with English as an additional language are supported well, as are the children with special educational needs. The in-class help is used well to support pupils' learning and the extra classes help to raise standards in English. Pupils are encouraged to take responsibility for duties around the school and to co-operate and help each other. The school makes good use of the local community to open children's eyes to the world around them, and to develop their social and citizenship skills. All pupils are valued equally and mix well at work and play. The school has high expectations for co-operation and learning and the good relationships in school create a safe and secure atmosphere in which pupils can develop and grow.
44. Teachers know pupils well. Assessment of pupils with special educational needs is carried out thoughtfully and staff are aware of pupils' targets and programmes. The support for any pupils with additional needs is very good. Relationships between staff and pupils are good and learning takes place in a purposeful and inclusive atmosphere. Staff work well together to ensure that any information about pupils' work and progress is shared effectively. The school complies with the Code of Practice and has already made preparations for the 2002 Code of Practice. The school liaises effectively with external agencies that assist pupils with specific needs.
45. Assessment procedures have improved since the last inspection and there are good procedures for formal testing in reception and Years 1 and 2. Information from statutory assessments is analysed and the school is aware of the need to make more use of this information to adapt programmes of work. The school is developing systems and procedures for assessing and following pupils' progress in all subjects. These systems are used consistently by all teachers. Arrangements to assess the achievements and progress of pupils for whom English is a second language have improved since the last inspection, and are now satisfactory.
46. Teachers make satisfactory use of the information from assessments to identify needs, and adjust teaching programmes to meet pupils' needs. For example, pupils with higher attainment are identified by assessments. Tests on entry into reception are used effectively to identify children with higher or lower attainment, or special educational and language needs. Group target setting in literacy and numeracy is well established. The setting of individual and group targets, and the report books, provides pupils with valuable opportunities to see how well they achieve in some lessons.

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

47. The parents' views of the school are very positive and the school's links with them are very good. This is a significant strength of the school and an improvement since the last inspection. The working partnership with parents has a positive effect on learning both in school and at home. Parents' worries that there were not enough after-school activities proved to be groundless, as there is an after-school club running each evening. Parents feel well informed about progress, that the school has high expectations, the teaching is good, and that problems are sorted out quickly and efficiently. The inspection supports their positive views.
48. The information that parents receive is friendly and informative, and translated into different languages to help parents. A translator is available daily for parents, and the local education authority helps with other minority language support. The school runs a learning support group twice a week for Asian mothers, which helps them develop English language and information and communication technology skills, mix together and share experiences, as well as to learn about the school. The progress reports sent home to parents are informative and comprehensive. They contain areas for development and room for comments from both pupils and parents. There are still a few statutory items missing from the prospectus and the annual governors' report to parents. Regular newsletters and curriculum information are sent home. There are regular parents' meetings, and parents can contact the school whenever they need to discuss their children's progress.
49. The school invites all parents to sign a home-school agreement, which is designed to promote the good working partnership with parents and pupils alike. Members of the school's staff are available on a daily basis to talk informally with parents at the school gate. Parents feel able to approach the school for help in a wide range of circumstances, and the school offers valuable social and welfare support to parents, using a wide range of outside agencies. Parents help regularly in school, at home and on visits. They regularly support the school with their fund-raising events. For example, they bake cakes and then buy them back on the 'cake days', which have proved very popular. Parents provide resources for displays around the school and this gives the children a very valuable opportunity to learn about cultures other than their own. Parents' involvement with the school has a very positive effect on children's learning because pupils feel confident that they are at a good school.
50. The school works effectively with parents of pupils with special education needs, and keeps them informed of their children's progress. Teachers make sure that parents understand their children's individual learning plans, and these are discussed at parents' evenings. Parents are consulted as a matter of course when the school has concerns about their child and wish to involve external agencies for extra support. Parents are kept fully informed and have good opportunities to discuss targets and reviews with the school, which they appreciate.

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

51. When it was last inspected, Hannah Ball Infant School provided satisfactory value for money. Since then, it has made good progress. The school now gives good value for money because the weaknesses identified have been put right and the school has embraced change over the last four years with enthusiasm.
52. The governing body has effectively overseen the necessary changes since the last inspection. The governing body makes a good contribution to the smooth and

effective running of the school. The chair of governors has a clear view of the school's strengths and weaknesses and of the many influences on the school. He knows about pupils' standards of work and how much progress pupils make. Governors know about the standards that pupils' attain and have participated in devising the main priorities in the school development plan. The contents of the school's prospectus and annual report to parents do not meet all statutory requirements. For example, reference needs to be made to the facilities for disabled pupils in the annual report. The school might add to the section about the provision for pupils with special educational needs in the prospectus.

53. The school is very well led by the headteacher in many areas and her influence is an important source of the school's improvement. The headteacher has provided a clear sense of direction for dealing with the key issues from the last inspection. She promotes a supportive working atmosphere that has allowed the improvements in pupils' performances to occur. Improvement is based on good relationships between adults in school, close teamwork amongst staff and clear expectations of what needs to be done, particularly in the area of developing the curriculum and raising standards. The school is keen to improve further and the staff share the vision for the school. The school aims are evident in the school. The school's development plan is good and the system clearly works. There are helpful criteria for success, so that the school knows when it has achieved a target. However, the 'action to be taken' in the curriculum section is not as clearly written and does not include much information about what is intended specifically for each subject. All aspects of the school's work are covered and, within them, the school has in practise several top priorities.
54. The headteacher is responsible for many checking activities, for example of teachers' lesson planning. Teachers receive helpful comments and pointers for development, and standards of teaching are better consequently. Strengths and weaknesses in the school's results and in teachers' assessments are carefully evaluated in, for example, English and mathematics. These analyses guide teachers' lesson planning effectively and pupils' achievement is better because pupils receive extra lessons in the weaker areas. Teachers have adequate opportunities to develop other teachers' quality of work. Teachers who are responsible for subjects watch colleagues at work in classrooms on occasions, and they know what needs to be done next to improve how subjects are taught. Co-ordinators work hard and often provide useful ideas for their colleagues to use in their planning, such as in mathematics.
55. The leadership and management of provision for pupils for whom English is an additional language have improved since the last inspection and are now good. The school has successfully addressed the issues in the previous report, and improvement in provision for pupils since the last inspection has been good. For example, assessment of pupils' achievements is more frequent and they are linked to standards generally in the county. The headteacher gives good weekly training to her new support team. She also makes good use of some of the school's income from lettings to fund extra support for these pupils.
56. There is a special needs governor who is knowledgeable and in regular contact with the special needs co-ordinator, who manages the provision very well and ensures that any special educational needs matters are discussed at governing body meetings. The school uses additional funding for special educational needs and money from the general budget to effectively finance costs of the provision. Money has rightly been spent on the provision of a team of support staff to work alongside the teachers, and for high quality resources.

57. The headteacher and finance committee know broadly the school's likely future costs but there is room for improvement in the way that the school keeps track of its spending and forecasts for future years. The school does not have the expertise on the staff to carry out this function in a well co-ordinated way. During the inspection the school had difficulty showing how much had been spent. Part of the reason for this was that the accounting system is approximately one month behind. Some other information is not readily available.
58. The headteacher and governors allocate funds to ensure that the school maintains its good provision. Pupils benefit from a good pupil to adult ratio and from very good books and equipment to use in lessons. The underspend is kept in reserve to ensure that the school's good provision is maintained next year, such as if numbers of pupils should fall. The underspend last financial year was high. This financial year the underspend is considerably smaller. The use of resources is effective, including funds for teachers' courses. The school follows the principles of 'best value' and is very good at raising extra funds. The school runs the kitchen and cleaning contracts itself successfully. Proper use is made of new technology to save time.
59. The accommodation is very good and it is well looked after by the headteacher and cleaning staff. The school has a good-sized hall and more than enough classrooms. The library is easily accessible and is well stocked with modern books. Teachers and support staff are well qualified to meet the demands of the National Curriculum. All these features have a positive effect on pupils' work and the standards they attain. The school conducts its business effectively, and it is good value for money.

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

60. Governors, headteacher and staff need to:

raise standards in English by;

- making more flexible use of the National Literacy Strategy and adapting it better to the needs of all pupils;
- providing more opportunities for pupils to work in small groups on particular language programmes;  
(paragraphs 6,21,70,79)

raise standards in mathematics by;

- developing numeracy lessons to meet the needs of the highest and lowest attainers,
- using support staff to work with pupils who have the greatest needs,  
(paragraphs 6,21,31,85,86)

The governors, headteacher and staff should include the following lesser issues in their action plan.

- Develop the school's administration systems for storing and retrieving information, such as accounts, so that accurate information is easily accessible.  
(paragraphs 42,57)
- Complete all statutory health and safety documentation and ensure that the annual report to parents and prospectus contain all that they should.  
(paragraphs 41,52)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
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
Number	0	6	14	6	0	0	0
Percentage	0	23	54	23	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	77
Number of full-time pupils known to be eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	39

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	10	24

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	8	8	9
	Total	17	17	20
Percentage of pupils at NC level 2 or above	School	71 (82)	71 (76)	83 (76)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	9	11	13
	Girls	8	8	8
	Total	17	19	21
Percentage of pupils at NC level 2 or above	School	71 (82)	79 (82)	88 (85)
	National	85 (84)	89 (88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	19
Bangladeshi	0
Chinese	0
White	19
Any other minority ethnic group	6

*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	5	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)	4.6
Number of pupils per qualified teacher	17
Average class size	26

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

Total number of education support staff	3
Total aggregate hours worked per week	75

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	248573
Total expenditure	226220
Expenditure per pupil	2571
Balance brought forward from previous year	23221
Balance carried forward to next year	45574

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	39

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	41	46	10	3	0
Behaviour in the school is good.	44	49	5	0	2
My child gets the right amount of work to do at home.	59	28	10	0	3
The teaching is good.	44	51	3	0	2
I am kept well informed about how my child is getting on.	44	48	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	51	39	10	0	0
The school expects my child to work hard and achieve his or her best.	51	31	3	0	15
The school works closely with parents.	28	51	13	3	5
The school is well led and managed.	41	41	0	5	13
The school is helping my child become mature and responsible.	44	56	0	0	0
The school provides an interesting range of activities outside lessons.	31	46	18	3	2

### Other issues raised by parents

Parents raised no matters of significant concern at the parents' meeting or in the questionnaires.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

61. There were 28 children in the reception class at the time of the inspection. Children are admitted in the September before their fifth birthday and most have attended local nurseries before coming to school. The rooms are bright and attractive, and children are provided with a caring, supportive and stimulating start to their school life. The attainment of most children on entry to reception is well below that typical of children of this age. A majority of the children are at a very early stage of learning to speak English as an additional language when they come to school. By the time they join Year 1, many children are closer to the expected levels of attainment in knowledge and understanding of the world and physical and creative development. A significant majority, however, are still below the levels expected for their age in reading, writing, numeracy and personal and social development.
62. Teaching and learning for children under five is good in all the areas of learning. Adults make good use of praise and encouragement to make clear the reasons why a child has succeeded. Day-to-day assessment effectively ensures that activities are carefully targeted to match children's abilities.

#### **Personal and social development**

63. Children make good progress and show that they enjoy coming to school. Routines within the class are reinforced well, and children become used to sitting at the table to complete early morning activities as soon as they arrive in school. Most children are growing in confidence, developing a sense of self-worth and achievement. Children are interested in their work and the staff encourage them to make choices of activities during the day. Children become more independent when changing for physical education lessons. They demonstrate suitable initiative and responsibility when using equipment and materials. Children's concentration and awareness improves, so that most are able to sit and participate in literacy and numeracy time, paying good attention because of the teacher's skilful presentation of the material. Some children, however, need additional support to cope with a group situation and to understand the social rules of taking turns, listening to others and carrying out instructions. Their poor understanding of language and expectations make it difficult for them to settle into group activities at times. The teacher's management of behaviour is good, but there are occasions when the behaviour of one or two children interrupts the learning and concentration of others.

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

64. Most children make good progress in speaking and listening, reading and writing during the time they spend in reception, but they are still below the expected levels by the end of the reception year. The adults in reception draw children's attention to letters and sounds around them in displays and this helps to increase children's interest in words and writing. For example, one day there is an emphasis on 'p'. Every object or adjective in the story begins with this sound, so that children begin to anticipate the name of the object. Staff use good questioning skills to increase children's knowledge and vocabulary, and use imaginative strategies and methods to stimulate interest and offer challenge. For example, children enjoy early letter recognition activities when the teacher has a puppet to help them focus on particular words and letters. They learn to hold brushes and pencils correctly and attempt to

write their names. Children make good progress with their handwriting. The teacher's careful and well-informed planning ensures that children build well on the skills they have developed. Children practise specific words when they take home their reading books. They enjoy having these books, and over half the children read simple sentences correctly and confidently. Parents listen regularly to their children's reading and support them well.

### **Mathematical development**

65. Children make good progress in the development of numeracy skills because the teacher makes good use of the numeracy guidance. There are regular opportunities for children to consolidate learning of one to ten and understand the need to find 'more than' and 'less than.' In addition to counting numbers aloud, children consistently recognise numbers up to five and draw circles around five shapes on a page. Children think carefully about which colour of sock comes before five or after six on the 'washing line'. Some higher attaining children work on numbers to eight, and understand the differences between tall and short, thick, and thin, thinner and thicker. Lower attaining children try to order and match numbers with pictures of up to five objects. With support, they become confident up to three. Children reinforce their understanding of mathematical vocabulary when sorting or building with shapes. Songs and number rhymes are used very effectively to reinforce learning and vocabulary.

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

66. Children make very good progress in the development of their knowledge and understanding of the world because of the very good teaching. Almost all children know how to use the mouse on computers, click on correct icons to enable them to draw or compose a picture and colour their pattern with paint or brush lines. Almost all children print their own work. In a very good science lesson, children showed very good recall of previous learning about wood and paper, although some found it difficult to describe clearly the process they were thinking of. They were delighted when magnets were produced. They could not wait to experiment with them. With a little support, higher attaining children completed a grid showing which items they expected would be attracted to a magnet, and carried out tests to see if they were correct. Some of the group had a clear understanding that metal objects are attracted to magnets. Other children worked out which items were made of metal and prepared to test the magnets after this valuable preparatory work. Children build imaginatively with construction materials, sometimes in groups of two or three, helping each other. They are developing an idea of time through the routines of the day and week.

### **Creative development**

67. Children make good progress and achieve well because the teacher plans interesting opportunities thoroughly. Children enjoy painting and concentrate well when painting their pictures. They use brushes carefully and with some deliberation. Skilful questioning by adults makes them think about their task and helps them to improve their skills and concentration. Children make interesting models and collages that include a variety of textures and shapes, using glue and tape purposefully and efficiently. They produce detailed drawings with pencil and crayon. For a Chinese New Year display, children made colourful lanterns to decorate their room and celebrated this festival in their class assembly. Children enjoy singing and making music. They have a good knowledge of a range of instruments and know how to play them. They play in the home corner, where there is a wide range of outfits for boys and girls, and enjoy the opportunity to indulge in imaginative play.

## Physical development

68. Children make very good progress in physical development, learning new skills in lessons and developing awareness of others when they move around the hall. Children are very enthusiastic but respond very well to the teacher's signals to stop and slow down. They learn how to handle apparatus safely and produce very controlled and imaginative sequences of movements as they go in and out of the apparatus. Children are learning to use tools, materials and equipment with increasing skill and demonstrate a good level of co-ordination when building and fitting tracks together. They use a variety of construction equipment to build and make objects, which develops their manipulative skills. They use the outdoor balance trail and playground confidently, and enjoy using bats and balls at lunchtimes.
69. Provision for children in the reception class is very good and the teacher plans across the six Areas of Learning effectively. The quality of the provision has improved since the last inspection. The good teaching enables children to make good gains in learning because the planning is thorough and takes good account of children's needs, as well as identifying links with the National Curriculum. The teacher has a very good understanding of the needs of children in the Foundation Stage and works well with support and special needs staff. There are good procedures for assessing children on entry into the reception class, and these ensure that children's special needs are identified very quickly. The teacher sets targets in literacy and numeracy for all children, using this information thoughtfully when grouping children. Children's work targets are reviewed and amended regularly, and children are well aware of the certificates they receive when they know a set number of words. At present, there is no bi-lingual support teacher in reception. This expertise is needed to support the children who are at a very early stage of learning English. The school is aware of this and is looking forward to replacing the member of staff who left in the near future.

## ENGLISH

70. The provision for learning is good and pupils achieve well, including those with special educational needs and who learn English as an additional language. In the National Curriculum tests in 2001, the performance of pupils at the age of seven was well below the national average and below that of similar schools. Currently, pupils in Year 2 are attaining at a level closer to, but below, the national average. There is a large number of pupils with special educational needs in the group. Evidence from the inspection indicates that a higher percentage of pupils in the current Year 1 are well placed to attain the standards expected nationally by the time they are seven.
71. The variation in size of groups, the number of pupils with special educational needs or at the very early stages of learning English as an additional language, and the number of pupils who have extended holidays during the year, leads to a variation in standards in National Curriculum tests from year to year. Overall, trends over the last five years show a year-on-year increase in pupils' attainment. Girls perform slightly better than boys in reading and writing, although the highest attaining pupils are often boys who have English as an additional language.
72. Most pupils, including those with special educational needs, attain below average standards in speaking and listening, although pupils' learning shows sustained, good progress overall, from a very low point on entry to school. Teachers and support staff work hard to improve pupils' literacy skills. There are effective opportunities for guided reading and speaking and listening, with adult support. This is good practice

and helps pupils to develop skills that can be used in the whole-class elements of literacy lessons, when pupils respond positively to the texts being studied. Higher attaining pupils organise their speech clearly and give well-articulated responses. Pupils with lower prior attainment provide simple appropriate one-word answers or short phrases. Pupils listen closely to the adults who work with them. For example, when reading out poems to the rest of the class, pupils speak more clearly when the teacher gently points out that not everyone can hear.

73. Teachers try hard to ensure pupils' full concentration at the start of lessons, and speak very clearly to pupils. They give instructions clearly so that pupils know what to do. However, a few pupils do not listen sufficiently carefully because they are so anxious to contribute. This causes them to miss part of the information and affects their understanding of essential words. Some pupils need more opportunities to improve their understanding of English to enable them to speak the language fluently and to interpret instructions correctly.
74. In reading, pupils make good progress and achieve standards close to the national average. Pupils benefit from the systematic teaching of skills with an appropriate emphasis on letter sounds and blends. They look for rhymes and similarities between words and take note of the details on the cover of a book or in the content list. They know how to find spellings and meanings in wordbooks and dictionaries. After a good start in reception, pupils learn sight vocabulary very well because of the additional motivation to win certificates when they know a set number of words. Pupils take their words home with their reading books and learn the maximum number of words in a much shorter time than previously. Parents give good support through the home-school reading scheme and enable their children to make good progress with their reading. The labelling of displays and the use of written questions around the room give pupils additional opportunities to practise their reading and to formulate answers to questions. Pupils have a good attitude towards books and reading.
75. Standards in writing are below average, but are improving. Pupils present their ideas in sequences of sentences, often making correct use of full stops and capital letters. Pupils' handwriting is legibly formed, is of a consistent size and is pleasing to look at because of good systematic teaching and the emphasis on good pencil control. Many pupils learn a joined script during Year 2, so that, by the time they leave the school, they have a good legible style of handwriting. Pupils with higher prior attainment enjoy using speech marks and appreciate any opportunity to use capital letters for emphasis. Pupils look for words that are more interesting examples in their writing and they write for a wide range of purposes, including letters and book reviews. They use their, 'Have a go,' books well to rehearse what they are to write. The use of group and individual targets for pupils to attain, and consistent teaching of spelling and letter formation, are helping pupils to develop confidence in their own ability to spell correctly. Good planning ensures that lessons build on previous learning, so that learning is consolidated. Pupils with special educational needs are fully involved in writing activities because teachers ensure that they have tasks they can achieve, and build on their own strengths with the guidance of support staff. Teachers maintain very good reading and spelling records.
76. The school teaches skills in other subjects that improve pupils' understanding of English. Pupils write some facts about other faiths in religious education. They find things out from non-fiction books to help them understand scientific ideas. In design and technology and science, pupils record some evaluations of their findings. In science, pupils write little, and this is an area for development.



77. Pupils' attitudes, behaviour and personal development are good. Most pupils take care over the presentation of their work and concentrate on their individual reading and writing tasks because they know what is expected of them. Sometimes, small groups of pupils are slower to settle but, with reminders, they get on with their work.
78. Teaching and learning are good. The good relationships between all adults and pupils create a pleasant atmosphere in which pupils grow in confidence and develop their skills and understanding. Pupils with special educational needs benefit from the skilled and focused support of teaching and support staff. Teachers have a good understanding of the literacy strategy. This ensures that pupils are clear about what they are expected to learn in lessons. They use an imaginative range of resources very effectively to motivate and interest pupils.
79. The school has implemented the literacy strategy effectively. Care is taken to ensure that literacy is extended into other subjects, and information and communication technology is included in the planning for most lessons. However, there are some pupils whose understanding of English is not yet at a level to enable them to speak fluently or to benefit from all of the activities of the literacy hour. More flexible use of the strategy, to enable small groups of pupils to work with an adult on specific language programmes, would enable pupils to increase their understanding of English and their vocabulary.
80. Management of the subject is good and information from assessments is used well for the formation of groups. Resources are good and the library is accessible, with a wide and interesting range of non-fiction and storybooks.

## **MATHEMATICS**

81. Standards of attainment at the end of Year 2 are below average, but pupils achieve well. There are no significant differences between the attainments of boys and girls or between all pupils and those who have English as an additional language. In National Curriculum tests in 2001, standards of attainment in comparison with all schools nationally were well below average. In comparison with similar schools, standards were below average. Over a three-year period, standards have been below average but have been maintained since the previous inspection. The variation in size of groups, the number of pupils with special educational needs or at the very early stages of learning English as an additional language, and the number of pupils who have extended holidays during the year, leads to a variation in standards in National Curriculum tests from year to year. Overall, trends over the last five years show a year-on-year increase in pupils' attainment. The school attributes the improving achievement to, for example, the implementation of the National Numeracy Strategy.
82. Year 1 pupils answer problems successfully, such as filling in the missing numbers between 22 and 26. Higher attainers carry out the same activity between 68 and 72. Average and higher attaining pupils order these numbers successfully. During the lesson observed, pupils also responded positively to help given to them and knew why their work needed to be corrected occasionally. Most pupils subtract 6 from 10 successfully and know that a number plus 4 makes 6. Pupils know the names of four 2-dimensional shapes and five 3-dimensional shapes. Lower attainers work successfully with numbers up to 10 and, for example, add three and four successfully.
83. Year 2 pupils join numbered dots to 100, subtract 3 from 40, add 25p to 10p successfully and complete the missing numbers on a 100 number square. Higher attainers know time to half an hour, know that half of 18 is 9 and work out change from

- 50 pence when they buy two items. Higher attainers have worked with letter and number co-ordinates to find objects on a grid. Lower attainers work with numbers to 50, add 15 and 9, and subtract three from 8 successfully. They measure in centimetres and know some of the times past the hour. The least able pupils work with numbers to 20.
84. Work in other subjects helps pupils develop wider mathematical skills. For example, in science lessons, pupils use basic measurements and counting in their investigations. In design and technology, pupils estimate the dimensions of materials that they need to make things. Early work on dates in history and religious education helps pupils to understand four-digit numbers.
  85. Pupils' attitudes and behaviour are good. They respond eagerly to the subject and enjoy working with numbers. Pupils show that there is a strong link between enjoyment and learning. They know how they should behave and listen carefully to instructions and explanations. In Year 2, a few boys are too enthusiastic and do not listen as well as they should to what their classmates are saying. They are easily distracted and this affects their capacity to learn new ideas when in whole class groups.
  86. The teaching is good with the result that pupils attain steadily improving standards. Group and individual activities link well to the main teaching elements of lessons and offer pupils many chances to develop their skills. Pupils are managed well and routines are well established. The work set for higher attainers is often more demanding than other pupils' work. However, there is scope for the school to develop numeracy lessons further. There are times when the highest attaining and lowest attaining pupils do not make best use of their time during the taught parts of lessons. The lowest attainers can become restless. They do not have enough related small group work with a support member of staff to ensure that they are kept on task. The highest attainers start their activities with the class, but would make faster progress if they could begin their tasks sooner. They have less need to consolidate ideas with the whole class. Books and equipment for pupils to use in lessons are plentiful and adults who support pupils are very clear about their role.
  87. Pupils were observed learning many different ideas. They learn to use the four rules of number. Teachers break down the skills into small units of work so that pupils have time to practise their new knowledge. Pupils' learning is well supported by the wide range of equipment that they have to use. Teachers also use a range of games to make mathematics interesting, and pupils learn better this way. Teachers take great care to display mathematics work. For example, numbers appear in all classrooms in many forms. As pupils pass by displays, the displays make them think, for example about how many times we need to count things and about how useful numbers are. Classrooms have many very good displays that emphasise mathematical work.
  88. Teachers make good use of information and communication technology. Pupils use practice programs to help them become more successful with completing, for example, many simple calculations in a short time. Teachers encourage good independent working. The procedures in place to assess progress and to set targets for groups and individuals are good. Work is marked regularly and pupils are always advised of their errors, such as the reversal of numbers.
  89. The co-ordinator's guidance has had a good effect on the school's work. The National Numeracy Strategy clearly supports teachers in planning lessons that develop pupils' knowledge systematically. The monitoring of teaching and learning is sufficiently rigorous to enable the co-ordinator to have an overview of the subject. For example,

the co-ordinator has looked closely at what pupils have not answered well in national tests, so that teachers know to spend more time on those areas in future, to boost attainment further. The co-ordinator's plan for action to raise standards is highly appropriate. She intends to develop the support for pupils in small groups, to continue to develop mathematical language activities in lessons, to develop pupils' understanding of problems and to encourage greater use of jottings and quick rough calculations to help pupils improve their capacity to calculate with numbers.

## SCIENCE

90. Pupils' attainment at the end of Year 2 is similar to the standards expected for their age. Pupils' achievement is good at the end of Year 2. The school has maintained the standards reported since the last inspection. There are no significant differences between the attainments of boys and girls or between all pupils and those for whom English is an additional language. Teachers' assessments of pupils' standards of work last year indicated that standards were below average in comparison with all schools but were average in comparison with similar schools. Pupils' understanding of experimental and investigative science was limited.
91. In Year 1, pupils know how animals move, about the sounds that different instruments make, and how low and high sounds are made. Pupils have carried out an interesting experiment to find out how well we hear. They know where light comes from and that humans have five senses. The curriculum in Year 1 is good and all aspects of science are taught.
92. In Year 2, pupils know that materials are chosen for their qualities of, for example hardness or softness, according to what they are used for. They know that heat changes materials, and pupils have investigated what happens to water when it is cooled. They know why we need food and understand the basic forces of pushing and pulling. During the inspection, pupils were engaged in very interesting work about electricity. Pupils rarely use headings for their written work to help guide their thinking, such as, 'What I want to know,' 'What I predict will happen,' 'What I did,' and 'What I found out.' Pupils recorded work shows little evidence of an understanding of fair tests half way through the year.
93. The quality of teaching and learning is good. Pupils develop some of their understanding of science through experiments and investigations. The teaching is interesting, practical activities are common and these ways of working help pupils to understand new ideas. Pupils discuss their findings, reach sensible conclusions, and have many chances to think about their work and to comment to adults verbally. Pupils in Year 2 were given two pieces of wire, a bulb, bulb holder and a battery. They had the task to make the bulb light. This lesson brought about very good learning. For several minutes, no one could work out what to do. Pupils tried all sorts of ideas. By the end of the lesson, pupils fully understood what a circuit was and why things have to be in a certain order to make a bulb light. This lesson was a very good example of the kind of investigative activity that the school needs to develop further as the medium for pupils to learn about science.
94. Pupils respond well and show interest in their work. They work hard, largely because they relate well to teachers. Lessons are well managed and they proceed at a brisk pace. Pupils gain a range of knowledge and understanding, building on their experience of the world. They learn about forces when pushing or pulling toys, they learn which foods are good for us, they expand their understanding of how electrical

appliances work by constructing simple electrical circuits, and learn about properties of materials when choosing them for different purposes.

95. Pupils with special educational needs and English language needs receive a good level of support from teachers and support staff. Adults help them in a variety of ways to overcome their difficulties, and pupils make good progress. Higher attaining pupils have work that challenges them in lessons and teachers provide good extension activities. Teachers are well aware of equality of opportunity and make sure that girls and boys, including those with special educational needs and language needs, have equal amounts of time and appropriate support to help them make progress during lessons.
96. Teachers' planning ensures that pupils cover topics at broadly the right level of difficulty for their ages and capabilities. The planning enables pupils' knowledge and understanding of living things, materials and physical processes to develop systematically throughout Years 1 and 2. Good use is made of ICT. For example, pupils display results in graph form.
97. The management of the subject is good. The co-ordinator checks teachers' plans and has made some visits to colleagues' classrooms to see science lessons. This work has been largely successful. However, the co-ordinator does not make enough checks on the quality and amount of experimental and investigative work pupils complete. This is an important activity because it is a relative weakness. The other main area for development is to increase the amount that pupils record about what they have done and have discovered so that they consolidate their learning further. This can take the form of responses to worksheets that use a simple code that pupils use to record their findings. Pupils might also add to and label drawings. The school has a very good site for exploring aspects of science and the range of books and equipment is very good.

## **ART AND DESIGN, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC and PHYSICAL EDUCATION**

98. By the age of seven pupils attain the standards expected for their age in art and design, design and technology, geography, history, music and physical education. All pupils, including those with special educational needs or who learn English as an additional language, make good progress and achieve well. Standards in all six subjects have been maintained since the last inspection. In some, standards have improved. Pupils now attain well in singing, because of the better teaching. There has been a big improvement in the quality of work in design and technology because the school uses national guidance to plan lessons and teachers have better knowledge of how to teach the subject.
99. By seven years old, pupils use paint, collage, pens and pencils to create an interesting and imaginative range of work in **art and design**. For example, pupils in Year 1 paint very careful and thoughtful pictures of robins and snowmen. They produce high quality portraits that emphasise the use of shape and line typical of the expressive style of Picasso. Pupils in Year 2 produce well-organised illustrations for their work in science and history, and drawings for their Art Gallery. All pupils produce an interesting and colourful range of pictures and patterns, which they have designed using computer programs. Pupils study the work of a wide range of artists from different cultures. Displays on walls cover all aspects of the curriculum, and pupils contribute labels and writing to add to displays. Pupils' learn well because they feel that their contributions are valued.

100. In **design and technology** at the end of Year 2, pupils have experimented with the tastes of different fruits and have blended them so that they make a dessert that they like. Pupils know how to cut shapes reasonably accurately and use glue effectively to stick shapes on to their bags. Only the lower attainers need help with cutting skills. Pupils use computer programs effectively to design shapes for their bags. They record little of their learning on paper, an area for teachers to develop in design and technology. However, teachers' photographic records of pupils' work are strong evidence of the improvement in standards.
101. In **geography**, pupils have an appropriate knowledge of some different countries. They draw picture maps of their journeys to school, showing some landmarks and important buildings. They have drawn a map of Rye Park, again showing where different features of the park are located. Pupils' work shows they have very good attitudes to geography and history. Good use is made of pupils' experiences of different countries, such as of Pakistan.
102. In **history**, pupils have begun to understand the relationship between causes and effects. In a history lesson in Year 2, pupils showed understanding of why the Fire of London spread so quickly and lasted so long. They know why Bonfire Night is celebrated and have compared old and new toys, such as skipping ropes.
103. In **music**, pupils perform with confidence and enjoyment. They listen carefully, developing a good feel for the music. Pupils know and sing a wide range of songs in a variety of styles. They know the names of several instruments and know how to hold them correctly to produce a good sound. They have a clear understanding of when to play quietly, loudly, fast or slow. They respond very well to the playing of instruments in dance and change their moods and movements appropriately to reflect the quality of the sounds they hear. Pupils look forward to special assemblies, for example at Christmas, and class assemblies involve pupils in much enjoyable music making from different cultures. The choir sings to the residents at a local home at Christmas.
104. By the age of seven, pupils develop a good range of movements in **physical education**, and put them into a sequence, as they move around the hall. Pupils build on the skills learned previously in lessons, in the opportunities to learn ball skills provided at lunch times, and in the after-school club. Pupils challenge themselves on the balance trail and try very hard to move at different speeds, whilst managing to maintain their balance well. In dance, pupils in Year 1 listened well to the music for warm up stretches and steps. They moved on tiptoe, very quietly and like mice. They made good use of space and looked thoughtfully at others to assess their performance. "She walked very slowly and took big steps," said one pupil about another's demonstration. Sports day is a very special family day because of the picnic, and because pupils have the opportunity to demonstrate their skills in country dancing as well as to join in races. Physical education makes an important contribution to pupils' spiritual, moral, social and cultural development
105. The quality of teaching and learning is good and lessons are planned well to give pupils a wide range of activities. For example, in physical education, pupils understand why they have warm-up and cool-down sessions in lessons. Good use of demonstrations has a positive effect on the quality of pupils' work, and pupils learn how to move apparatus in a safe manner. In all lessons, teachers make good use of praise to motivate pupils, especially those with less confidence. The school uses parents and additional staff very effectively in design and technology lessons to keep the numbers in each group small. This arrangement improves pupils' concentration

and ensures that they use cutting tools safely. In one lesson in Year 2, pupils learned how to use glue accurately because there was sufficient adult help for pupils to call upon. The teachers' enthusiasm and expertise motivates pupils to try hard and to respond well in music lessons and assemblies, when pupils sing together. Pupils benefit from well-organised teaching that develops their pleasant tone, clear expression and good sense of rhythm.

106. The subjects are well managed. For example, music is an integral part of the life of the school. The selection of music for assemblies gives pupils the chance to listen to and reflect upon the music they hear. The co-ordinator supports non-specialist teachers well, so that their confidence in teaching music has increased greatly since the last inspection. Music and art make a strong contribution to pupils' spiritual, moral, social and cultural development. Design and technology is well organised, and pupils receive a good curriculum.
107. Resources for teachers and pupils to use in lessons are very good. Pupils have benefited from the funds raised by the school to improve the provision. There is an enthusiasm for raising standards and ensuring that pupils improve and extend their skills and understanding, such as in design and technology. The high quality displays around the school, especially in the hall, reflect very effectively the school's celebration of its ethnic and cultural diversity.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

108. Standards of work match those expected nationally at the end of Year 2. Pupils now make good progress and achieve well. Now that most of the computer facilities are in place, the school's provision has improved considerably. The new computer facilities, with access to the Internet, have made a positive impact on pupils' learning. Pupils now systematically build on their skills year on year because teachers use the national guidance for ICT and adapt it where necessary. Teachers' planning indicates that pupils receive a good curriculum that covers all aspects of ICT during their time at the school. Teachers' expertise has improved and computers are used well in many lessons to support what pupils do.
109. By the end of Year 2, pupils use important elements of a drawing program to shade shapes and to fill them with colour using a 'spray.' They have completed a simple programming chart and can word-process sentences and correct several lines of work. Pupils' firework pictures on a black background are of particularly good quality. Pupils have also learnt to draw a grid and to colour in squares with interesting patterns of colour.
110. In the one ICT lesson observed in Year 1, the teacher and adult support provided good clear explanations and the right amount of support to help pupils learn at a good pace. Pupils enjoyed the lesson very much and were keen to learn. Most Year 1 pupils, for example, controlled the floor robot effectively and made it go forwards and backwards over given distances. Pupils learned by trial and error and from watching their classmates. By the end of the lesson, most pupils could enter a four-part program to make the floor robot move where they wanted it to go.
111. Sufficient time is allowed for ICT in lessons, and pupils improve their skills. The co-ordinator has effectively improved the profile of ICT. The school has raised funds to supplement the government grant for equipment, and the money has been used well. The computers have a good range of basic ICT programs for teachers to use, including painting, word-processing and spreadsheets. The co-ordinator has

identified, for example, the need to improve the range of programs for use in mathematics.

112. Nevertheless, teachers are making good use of ICT in many lessons where this is appropriate. Pupils in Year 2, for example, used a painting program successfully to make designs for their work in design and technology. In an English lesson, pupils worked with a helper and printed lists of words with more than one syllable. In Year 1, pupils used computers to select a menu and calculate the cost. In science, pupils have used a computer program to draw a frequency graph of eye colours.
113. The school has used government grants for new computers effectively, and teachers have found the additional training provided by the government to be helpful to date. There is a good school web-site in place. Teachers' arrangements for assessing pupils' work and for recording what they have learned are clear and helpful.

## **RELIGIOUS EDUCATION**

114. Standards in religious education are in line with the expectations of the locally agreed guidelines. Pupils demonstrate a good knowledge of Christianity and other religions, and they show an interest in the stories they hear. Their interest allows pupils to develop their understanding of what religious belief means to people in their daily lives.
115. Pupils in Year 2 are aware of the importance of Jesus in Christianity. They understand that Jesus told parables to help people know how to behave. Pupils recall correctly the stories and their message. They know why someone is a good friend and that it is important to forgive someone if they upset or hurt you. Pupils in Year 1 know that festivals are when people celebrate, and that the previous week they learned about, and celebrated, Eid. They listen very well to the story of Hanukkah and the significance of the special candlestick for the Jews. Pupils enjoy learning about the game of 'driedle' played by Jewish children. They like the idea of winning many sweets if they get the right shape when they spin the spinner.
116. Teaching and learning are good. Pupils learn from the teachings of different religions. They look for similarities between religions. Their learning in lessons is complemented very well by the sparkling, colourful displays of items that are special in Judaism, Hinduism, Sikhism, Islam and Christianity. The displays develop well pupils' understanding of what is special to each religion. Teachers tell stories in an interesting and confidential way that encourages pupils to listen carefully. Their skilful questioning encourages pupils to ask and answer questions.
117. The subject is led and managed well by the co-ordinator. Assemblies have a strong moral and social emphasis, and contribute well to the religious education curriculum. Pupils say together the school agreement, which reinforces very well thoughts of others around the world. Resources are good. They are used well to stimulate and to interest pupils, who show a very good level of respect for the items that are displayed so imaginatively.