

# INSPECTION REPORT

## **BROOK FIRST SCHOOL**

Maidenbower - Crawley

LEA area: West Sussex

Unique reference number: 131602

Headteacher: Mr G Cotton

Reporting inspector: Phil Mann  
23219

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> February 2001

Inspection number: 230822

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
School address:	Salterns Road Maidenbower Crawley West Sussex
Postcode:	RH10 2JE
Telephone number:	01293 886521
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Lees
Date of previous inspection:	Not applicable to this new school

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Special educational needs English as an additional language Science Geography History Religious education	How high are standards? - attainment and progress How well is the school led and managed?
Mary Le Mage 9348	Lay inspector		How high are standards? - attitudes, behaviour, personal development and attendance Personal development and SMSC How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
George Logan 11810	Team inspector	Equal opportunities Mathematics Physical education Information and communication technology Design and technology.	How good are curricular and other opportunities? How well does the school care for its pupils? - Assessment
Beryl Rimmer 20655	Team Inspector	Children under five English Art Music	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Brook First is a new school that serves part of the newly developed Maidenbower residential area of Crawley in West Sussex. The school opened in September 1999 and there are 162 pupils on roll, aged five to seven years. There are currently six classes with an average of 27 pupils per class; however, the ratio of pupils to teachers in the school is 17:1. Most pupils live close to the school and the circumstances of most families are well above average. The number eligible for free school meals is very small and well below average. At the time of the inspection, there were 60 children in the reception classes of whom 35 were full-time. The attainment of pupils at the start of statutory schooling is above average. The number of pupils with special educational needs is very small and no pupils have a statement of special educational need. An average number of pupils come from homes where English is an additional language.

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

The headteacher and governing body have worked hard to successfully install the necessary systems and procedures for managing this new school. A positive atmosphere for learning has clearly been established and, as a result, pupils have very positive attitudes to their schoolwork. Consistently good teaching is ensuring high standards are being achieved in the reception and Year 1 classes. There are, however, significant shortcomings in the quality of teaching and learning for pupils in Year 2, with the result that these pupils are achieving at a lower rate than the rest of the school. It is recognised, however, that much has been achieved in setting up this new school. Given what has been done in a short period of time, the high quality of teaching and learning and the high level of good quality resources overall, the school provides satisfactory value for money.

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

- The school is achieving very high standards for reception children and pupils in Year 1.
- The teaching of pupils in the reception classes and in Year 1 is of consistently high quality.
- All pupils have very positive attitudes to their work and this produces an enthusiasm for learning.
- Provision for pupils' multi-cultural development is very good.
- The school has established a very effective partnership with its parents.
- The headteacher and staff have been successful in creating a lively and stimulating environment for learning in this new school.

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

- Overall standards for pupils at the end of Key Stage 1, particularly in science, information and communication technology and design and technology.
- The quality of planning for, and teaching of, pupils in Year 2.
- The monitoring of science, information and communication technology and the foundation subjects. This should be done in a more rigorous way, similar to the effective monitoring of English and mathematics, to ensure high standards by the end of Year 2.

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

### **STANDARDS**

There is currently no national comparative data for this new school. The school's agreed targets for pupils' attainment in the 2001 Key Stage 1 assessments indicate above average standards of achievement in reading, writing and mathematics. These targets are based on the attainment of the current Year 2 pupils on entry into statutory schooling. Before attending the new buildings for Brook First School, these pupils were based in temporary classrooms at a neighbouring school. The baseline assessments undertaken at this school were not available during the inspection, but available information indicates that the attainment of these pupils at the start of statutory schooling was average.

Pupils at the end of Key Stage 1 are achieving standards that are above that expected in reading, but in line with national expectations in writing and mathematics. Standards are below the expected levels in science, information and communication technology and design and technology. Standards are at the expected levels for all other subjects. Inspection evidence indicates that these pupils are unlikely to achieve the school's predicted levels of attainment at the end of Year 2. The proportion of pupils that are likely to attain the higher Level 3 in these subjects is below average. There is insufficient evidence to

make a comparative judgement about the attainment of girls and boys. No comparisons can be made with the results of similar schools. The school is, however, confident that it will reach its targets for reading, writing and mathematics.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good - the pupils display very positive attitudes towards their schoolwork. They co-operate well with each other and appreciate the experiences offered by the school. However, this is not so when tasks set lack challenge and, as a result, pupils' enthusiasm wanes.
Behaviour, in and out of classrooms	Behaviour both in classrooms and around the school is very good.
Personal development and relationships	Relationships between the pupils and all adults in the school are good. The children in the Foundation Stage are provided with a very good start in their own personal development.
Attendance	Attendance and punctuality are good.

### TEACHING AND LEARNING

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

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

The quality of teaching is mostly good with 73 per cent being good or better. Teaching is of a consistently high quality in reception and Year 1, where there are examples of excellence. However, teaching is more variable in Year 2 where 13 per cent of lessons observed were unsatisfactory.

The teaching of children aged five and under in the Foundation Stage is very good and a strength of the school. Teachers are knowledgeable about the needs of this particular age group. They have provided a wide range of interesting and stimulating activities, carefully planned and structured to ensure that children make good progress. There are very good procedures for checking how well children are learning during their activities. Teachers have a clear idea of what children need to learn next and they use this information when planning the next week's work. They are particularly effective in developing children's personal and social skills and their language and mathematical areas of learning.

Teaching is significantly better in Year 1 than in Year 2, across most subjects. As a result, pupils make good progress at the beginning of their time at the school and achieve well. Progress then slows down and pupils do not achieve as well as they should. In the best lessons in both year groups, teaching succeeds in meeting the school's aims of making learning stimulating and fun. Lessons move along at a brisk pace and teachers challenge pupils to think and improve their skills. In Year 1, inspectors found excellent teaching in English and mathematics lessons because of the high expectations of what pupils would achieve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Foundation Stage children benefit from a rich and stimulating curriculum. However, much of the curriculum for Year 2 pupils is inappropriate and, therefore, has shortcomings. These pupils do not have access to the full range of subjects taught to a sufficient depth.
Provision for pupils with special educational needs	These pupils are supported satisfactorily in the school by class teachers and support staff.
Provision for pupils with English as an additional language	Satisfactory procedures are in place and their language development is well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The social, moral and cultural development of pupils is good. The strength of the provision is the opportunities provided for pupils to appreciate the diversity and richness of other cultures. The spiritual development of pupils is satisfactory.
How well the school cares for its pupils	The school makes satisfactory provision for the care and welfare of its pupils underpinned by some good procedures. Assessment procedures are being strengthened as the school develops. There are good assessment procedures in the reception classes and in Year 1. There are several inconsistencies in the use of assessment information in Year 2.

The school has very effective links with its parents due to the wide range of methods of fostering contact and communication between the school and parents. The quality of information that the school provides is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Management of the school is satisfactory. The headteacher and governing body have worked hard to establish the procedures and structures necessary for the development of this new school. There is currently, however, insufficient focus on ensuring that all pupils reach their potential by the end of Year 2.
How well the governors fulfil their responsibilities	The governing body works hard to support the continued development of the school. It fulfils its statutory duties well and is clear about the school's strengths.
The school's evaluation of its performance	The monitoring of teaching and learning in literacy and numeracy lessons is good, but this is not the case for the other subjects in Year 2.
The strategic use of resources	The school has used its budget wisely to purchase a wide range of high quality resources to support lessons for all subjects. Financial management is effective and the governing body seeks best value in all its spending decisions.

Levels of staffing at the school are good, with every class receiving some additional support from well-qualified teaching assistants. Teachers are appropriately qualified and where gaps exist in their expertise, training and support are available. The building and grounds are of very good quality, providing an attractive place for pupils to go to school. The learning resources are new and attractive and contribute positively to the pupils' very good attitudes to their learning.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-eight parents attended the meeting and 55 per cent of parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children enjoy school.</li><li>• Teaching is good and children make good progress.</li><li>• Members of staff are approachable and parents are comfortable talking to them.</li><li>• The leadership and management of the school are good.</li><li>• Children are expected to work hard and achieve well.</li><li>• The school helps children to become more mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons is insufficient.</li></ul>

The inspection endorses most of the parents' positive viewpoints and found the provision of extra-curricular activities to be satisfactory for children of the ages currently in the school. However, inspectors found there are areas to be developed in the quality of teaching for pupils at the end of Key Stage 1 together with teachers' expectations of what these pupils can achieve.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. The initial assessments carried out by teachers for the current reception children show an above average spread of achievement in language, mathematical and personal development, when children start school at the age of four. By the time they are ready to move into Year 1, almost all children have achieved the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. A significant number of children exceed these expectations in personal and social development and in communication, language and literacy. Their levels of achievement are above those usually found because of the consistently good teaching and learning in the reception class.
2. Pupils at the end of Key Stage 1 are achieving standards that are above that expected in reading, but in line with national expectations in writing and mathematics. Standards are below the expected levels in science. Standards are also below the expected levels in information and communication technology and design and technology. Standards are at the expected levels for all other subjects.
3. The pupils' speaking and listening skills are good across the school. The school gives reading a high priority and, as a result, standards are above average. Pupils' writing at the end of Key Stage 1 is less well developed and the pupils' attainment is broadly in line with national expectations. The pupils at the end of Key Stage 1 are attaining the expected levels in numeracy, but only a small proportion of pupils are working at the higher Level 3<sup>1</sup>. However, the National Strategies for Literacy and Numeracy are both being effectively implemented and this is providing good impetus for further improvements. Unsatisfactory standards are being achieved in science at the end of Key Stage 1. This is a result of a fragmented curriculum that is limiting pupils' development of knowledge and skills and low expectations by teachers of what these pupils can achieve.
4. There is currently no national comparative data for this new school. The school's agreed targets for pupils' attainment in the 2001 Key Stage 1 assessments indicate above average standards of achievement in reading, writing and mathematics. These targets are based on the attainment of the current Year 2 pupils on entry into statutory schooling. This occurred during a period of transition and subsequent instability during the building phase of the new school. These reception classes were based in temporary classrooms at a neighbouring school and their attainment at the start of statutory schooling was average. Inspection evidence indicates that some of these pupils are unlikely to achieve the predicted levels at the end of Year 2. The proportion of pupils that are likely to attain the higher Level 3 in these subjects is below average. There is insufficient evidence to make a comparative judgement about the attainment of girls and boys. As yet, no comparisons can be made with the results of similar schools.
5. The pupils' speaking and listening skills are good across the school and teachers provide good opportunities for further development through a range of activities in the literacy hours and other lessons. Regular reading in class and at home is enabling pupils to make satisfactory progress in developing their reading skills. For example, pupils choose books eagerly and enjoy reading stories both to themselves and others during planned

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<sup>1</sup> The National Curriculum has been written on the basis that, by the end of Key Stage 1 when pupils are aged seven, pupils they are, by the end of Key Stage 1 when pupils are age 7, expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

shared reading times. They become involved with story lines and characters showing good levels of understanding. Standards in writing are more inconsistent. The achievement of most pupils in Year 1 is above that expected, but standards in Year 2 are only average which reflects their levels of attainment on entry to the school. The writing of the majority of Year 2 pupils lacks structure and accuracy and is often difficult to read. Throughout the school teachers motivate pupils to write well in literacy work, but their marking does not always adequately emphasise how pupils might improve their work. Whilst pupils are confident writers, they do not sufficiently improve their skills and understanding of punctuation, spelling patterns and grammatical rules.

6. Standards in mathematics by the age of seven are average in both numeracy and other aspects of mathematics. However, where pupils' attainment on entry is above average, in the reception year and Year 1 they make satisfactory to good progress and reach above average standards. The more able pupils in Year 2 understand place value to hundreds, tens and units, but do not have a working knowledge of numbers greater than 99. The overall quantity of work produced, even by the able pupils, is not that which is expected for pupils of this age. For example, in spite of the setting pupils for mathematics, the pace of their learning is slow and pupils are unlikely at present to achieve the targets which have been set for the tests at the end of the key stage.
7. Standards in science for the current Year 2 are below the expected levels. The planned curriculum is too fragmented and the teaching methods are inappropriate for this age group. They do not ensure the regular teaching of knowledge and skills in a developmental way and consequently there are gaps in the pupils' scientific understanding. Most pupils are clear about the idea of a fair test, but the planned investigation tasks for pupils lack rigour and challenge. As a result, pupils are not able to use their knowledge to good effect, for instance, when investigating the speed of a toy car travelling down a slope. In this case, these pupils were given insufficient opportunity to use their skills to predict and then experiment to see how far and at what speed particular toy cars will travel as the angle of the slope is changed. The quality of the pupils' written work in science in Year 2 is well below average and consequently there are many missed opportunities for developing and extending literacy skills.
8. Pupils' standards of attainment in information and communication technology are below that expected at the end of Key Stage 1. However, this does not adequately reflect the varied experiences which pupils receive across the school. Standards in Year 1 are always in line with what is expected nationally and sometimes better than that. In the following year, the subject is not taught well and consequently standards are unsatisfactory.
9. Pupils' achievements in religious education are broadly in line with those expected in the locally agreed syllabus. Teachers provide regular opportunities for pupils to listen to stories from the Bible and from other faiths. The pupils' understanding of religious issues is further enhanced through a range of opportunities for multicultural education and assemblies. Pupils in Year 2 are also achieving the expected levels in art, music, geography, history and physical education. However, pupils in Year 1 are achieving at a higher rate than those children who are a year older because of the consistently high standard of teaching and curriculum planning for Year 1 pupils.
10. Standards are below expectations for seven year olds in design and technology. There are too few opportunities for the development of knowledge and skills because of the fragmented nature of the planned curriculum in the afternoon teaching sessions. Much of the work for these pupils in these sessions is at a basic level. For instance, the unit of work on 'Joseph's Coat' consisted of a small piece of tie-dye fabric with no evidence of pupils planning their work or evaluating their results. Models of moving vehicles had also not progressed beyond a square base with axles attached. Only a few of these were

evident, no design sheets or evaluations were completed and the quality of work was poor.

11. Pupils with special educational needs are making satisfactory progress. Good levels of support are being appropriately managed by the special needs co-ordinator. Class teachers plan appropriate work in lessons for these pupils and the setting of specific targets assists with the effective monitoring of their progress. Pupils for whom English is an additional language are also making satisfactory progress and they feel valued members of the school community.

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

12. The pupils display very good attitudes to their learning and show obvious enthusiasm for their work. They listen well, are keen to respond to questioning, sustain concentration and usually try their best. These observations are supported by the parents' positive views about the pupils. On occasions when the content of the lesson is less challenging or stimulating, a significant number lose their enthusiasm and do not fully engage in the learning process.
13. The behaviour of pupils across the school is very good. They respond well to the few, simply expressed school rules, which they know and use well, for instance requesting a quiet minute in the dining hall when they feel uncomfortable with the level of noise. Pupils behave very well in lessons. Even pupils who lose concentration and are not fully involved in the lesson do not disrupt the learning of others. In the playground, behaviour is also very good because the children get on well and enjoy playing together. At break times there is a high level of supervision and an impressive number of good play activities available to them. There were no instances of bullying seen during the inspection, although in one lesson observed, some pupils laughed unkindly when another pupil gave incorrect answers.
14. Relationships in the school are good. Pupils relate well to all adults they encounter during the school day. They give a friendly welcome to visitors and are polite and courteous to each other, as well as to adults. The personal development of pupils is good. They have good co-operative skills when working together in small groups and share ideas with one another effectively; however, broader opportunities for collaboration are underdeveloped. They are beginning to show an understanding of the impact of their actions on others as they move through the school as well as an increasing awareness of and respect for the feelings, values and beliefs of others. Their social independence is encouraged and supported from their earliest days in the school and the ability for pupils to work independently is evident throughout Key Stage 1. When the opportunity arises, pupils throughout the school display a sense of responsibility and the ability to make choices related to their learning.
15. Levels of attendance at the school are good, as is the standard of punctuality at the beginning of each session.

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

16. The quality of teaching is generally good. Seventy three per cent of teaching is good or better, mostly in reception and Year 1, where teaching is of a consistently high quality and where there are examples of excellence. Teaching is more variable in lessons in Year 2, where 13 per cent of teaching is unsatisfactory.

17. The teaching of children aged five and under in the Foundation Stage<sup>2</sup> is very good and a strength of the school. Teachers are knowledgeable about the needs of this particular age group. They have provided a wide range of interesting and stimulating activities, carefully planned and structured to ensure that children make good progress. There are very good procedures for checking how well children are learning during their activities. Teachers have a clear idea of what children need to learn next and they use this information when planning the next week's work. They are particularly effective in developing children's personal and social skills and their language and mathematical areas of learning.
18. Teaching is very good in Year 1. As a result, pupils make good progress at the beginning of their time at the school and achieve well. Progress slows down in Year 2 and pupils do not achieve as well as they should because the quality of teaching varies considerably between very good and unsatisfactory. In the best lessons, however, teaching succeeds in meeting the school's aims of making learning stimulating and fun. Lessons move along at a brisk pace and teachers challenge pupils to think and improve their skills. In Year 1, inspectors found excellent teaching in English and mathematics lessons because of the high expectations of what pupils would achieve. The imaginative and skilful use of strategies such as the puppet 'Alphabet Alice' to reinforce sound blends and the wearing of a 'mathemagician's hat' when making estimates in mathematics makes learning fun for pupils. Pupils are captivated and involved throughout and have a variety of activities to reinforce their learning. Group activities linked closely to the main focus of the lessons are well thought out, purposeful and full of variety and interest. Accurate assessments of pupils' abilities ensure that tasks are matched closely to pupils' needs and pupils of all abilities achieve well as a result. In these lessons the teacher makes particularly effective use of teaching assistants who are very well prepared and support pupils well. They make a good contribution to pupils' learning.
19. Teachers throughout the school have very good relationships with pupils, treating them with respect and fairness and setting a good example. They expect pupils to behave well and use praise to good effect to give children confidence and to build their self-esteem. During introductions and discussions they use very good questioning skills involving pupils of all abilities and promote good standards of speaking and listening effectively. Pupils are confident to give answers and express ideas, knowing they will be listened to. They respond very well to teachers' expectations, abiding by explicit classroom rules. Classrooms are very well organised and orderly and teachers manage pupils skilfully.
20. Throughout the school, aspects of numeracy and literacy lessons are taught well to most pupils. Teachers are secure in the structure and content provided by the National Strategies for Numeracy and Literacy. Introductions to these lessons are lively and interesting, successfully capturing pupils' enthusiasm and imagination. Pupils in Year 2, for example, respond very well to the teacher's confident presentation of shape and symmetry based on a valentine's heart in a mathematics lesson. Teachers let pupils know the purpose of the lesson and set clear targets for pupils' learning, with frequent reminders to ensure pupils make progress during the lesson. In a session at the end they review what has been learned, providing good opportunities to reinforce their learning. There are examples of very good teaching of literacy in both year groups. Teachers motivate pupils well and give them confidence to read and write independently. The teaching of English and mathematics is satisfactory overall. However, where teaching is unsatisfactory, in a minority of lessons, for example in English, science and religious education in Year 2, planning lacks detail and there is ineffective use of time and

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<sup>2</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

resources. In such unsatisfactory lessons, for example, there is little purpose in some of the activities and this reduces the quality of learning. These lessons lack sufficient challenge for pupils and insufficient attention made by teachers to improving pupils' skills also significantly reduces the quality of their learning. Too many activities are designed to do little more than occupy pupils' time. Teachers expect too little from pupils. For example, when pupils spend a large part of lessons riding on the toy train in a corridor or copy out previously completed work. Teachers set targets for individuals and the class and refer to them frequently. However, they do little in lessons to teach the skills necessary to help pupils improve and some pupils, particularly those with lower ability, keep the same targets for too long and make insufficient progress.

21. Evidence is too limited to make judgements about teaching in some subjects of the curriculum, such as art, design and technology, history and geography. Too few lessons were seen and there is insufficient planning available as evidence. Teaching is satisfactory overall in science, religious education and music. In information technology, some teachers lack sufficient knowledge, consequently they make insufficient use of time and resources and therefore the progress of pupils varies too widely. Planning is effective in physical education in all year groups and the quality of teaching is good. Teaching sets high standards of expectations for what pupils will achieve. Good use is made of the available time, with teachers using demonstrations to good effect. In a dance lesson in Year 1, for example, pupils are inspired to produce their own imaginative sequences of steps to a good standard. There is good attention to pupils' health and safety.
22. The marking of pupils' work is very positive and encouraging and in line with the school's policy. It does not, however, consistently help all pupils to improve their work because some pupils continue to make the same mistakes over again and basic errors are too readily accepted in their written work.

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

23. Some aspects of the overall curriculum provided by the school for the oldest pupils are unsatisfactory. It lacks breadth, balance and relevance. In the context of some unsatisfactory teaching, this is a key issue in the school at present.
24. The curriculum planned for children under five in the Foundation Stage is rich and very good. Significant strengths occur in the development of communication, language and literacy skills and in the provision for outdoor play. It is securely based on all the areas of learning recommended for young children and prepares them very successfully for the National Curriculum and their next stage of learning.
25. The curriculum for pupils aged five to seven has weaknesses. The key areas of English and mathematics are taught separately and successfully, along with music and physical education. The remaining six subjects are taught in the afternoon through topics where pupils work in small groups on activities which cover a number of subjects. When the quality of planning is very good, with tight monitoring and skilled teaching, as is the case in Year 1 and some Year 2 teaching, high standards can be achieved. In other circumstances, as in Year 2, where planning is weak, expectations low and the quality of teaching too variable, pupils' learning is slow and standards are unsatisfactory. The planning for the topic activities in the afternoons insufficiently picks out what is special about each subject and too little attention is given to the development of pupils' skills in the subjects. For example, pupils are able to paint pictures in the style of Quentin Blake, but there is insufficient teaching of individual skills that takes pupils into new areas of learning. Too little time is given to science and, therefore, the coverage lacks depth and

standards are unsatisfactory. Elements of the Foundation Stage curriculum, such as unsupervised role-play, feature inappropriately at Year 2. Where such an approach to learning might be used creatively, for example in religious education, it was missed and in some other areas was ineffective. Although the school has allocated notional times for subjects, the school has no reliable knowledge of the time actually spent on some subjects; more significantly, there is no perception of the quality of experience gained.

26. Religious education is taught in accordance with the locally agreed syllabus. Appropriate provision is made for pupils' personal, social and health education including sex education, drug awareness and citizenship. However, the school is not, at present, preparing pupils successfully for the next stage of their education in Year 3. This is because planned activities in science, design and technology and information technology are not sufficiently challenging to provide pupils with the required knowledge and understanding in readiness for Key Stage 2 work.
27. The school has very successfully adopted appropriate strategies for teaching the basic skills of literacy and numeracy. The literacy strategy is securely established with good practice evident. The National Numeracy Strategy has been implemented effectively. This has had a more positive effect upon standards in Year 1 than Year 2.
28. As a new school, there are satisfactory policy documents in place for English, mathematics and information and communication technology. Most of the others are scheduled for completion very soon. There is no formal written policy for personal and social education; however, there are very clear and successful agreed procedures being used by teachers throughout the school. Teachers are using and modifying the government's national schemes of work to provide a sound structure to support pupils' learning. This is a medium-term project for a new school because it involves the collection, analysis and editing of planning information across each year group. There is a whole-school plan that provides an overview of what is to be taught to each year group. However, the quality of planning varies from excellent practice in Year 1 to unsatisfactory in Year 2.
29. Pupils in Year 2 do not have equality of access and opportunity to the curriculum because of the way it is structured. In other respects, the school takes appropriate account of pupils' ages, attainment, gender, ethnicity and needs. Secure arrangements are in place to ensure that pupils with special educational needs have full access to all activities. The provision made for these pupils is satisfactory and the school implements the special educational needs Code of Practice<sup>3</sup> fully. Pupils on the register of special needs are set appropriate targets in their individual education plans, but often they are too general in nature.
30. The programme for extra-curricular activities is satisfactory. The range of activities is enhanced by the provision for visits outside school and visitors to the school. The school has good links with the community, with neighbouring schools and with partner institutions. Procedures for welcoming new children to the school are well established and there is effective sharing of information with parents. The school has developed effective links with other schools and staff regularly liaise with each other.
31. The provision for pupils' personal development, including their spiritual, moral, social and cultural development is good. The school is a happy community and this has a positive effect on pupils' attitudes and behaviour. Pupils gain in confidence and self-esteem as they go through the school. This was seen in the class assembly performed by a Year 1

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<sup>3</sup> Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

class of pupils for the whole school and their parents. The vast majority of parents rightly think that the school is helping their child to become mature and responsible.

32. The opportunities provided for pupils to appreciate the diversity and richness of other cultures are very good. The school has made a good start in developing the pupils' knowledge of their own cultural traditions with local visits and walks. Overall, the cultural development of pupils is good, as is their social and moral development. The school helps pupils to have a clear sense of right and wrong and they respond well to the few rules which govern their life in school. The school develops pupils' social skills well within the classroom with many opportunities to speak before an audience of other children and to listen when others speak. Social skills are also well developed in assemblies when achievement is celebrated and the pupils are encouraged to support and appreciate the achievements of others.
33. The fostering of pupils' spiritual development is satisfactory. The school meets the requirements for the daily act of collective worship. There are lots of opportunities in the school for pupils to develop their spirituality through the richness of the musical and visual stimulation all around them. Unfortunately, these opportunities are not always fully utilised and there are insufficient opportunities for pupils to reflect on the beauties and wonders in life as well as its sadder and more problematic aspects.

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

34. The steps taken by the school to ensure the welfare, health and safety of its pupils are satisfactory. All statutory checks are undertaken, safety is given high priority in lessons and the general welfare of pupils is well catered for in the daily life of the school. The school has drawn up a very comprehensive Health and Safety policy which has resulted in some very good procedures. However, there are occasions when small groups of pupils are unsupervised inside the building and in the corridors, for instance when some boys were observed playing noisily with a large train without any purpose.
35. Child protection procedures are in place, are known by all adults in the school and are satisfactory. The school has planned further training in this area to ensure staff remain aware of the issues.
36. The effectiveness of the school's assessment and monitoring of pupils' academic performance is satisfactory. Whilst the school has effective policies for assessment and marking of pupils' work, they are not implemented consistently throughout the school and continue to have insufficient impact on the quality of pupils' learning.
37. The baseline tests are beginning to provide important information about children as they enter the school. Although the staff have attempted to use this data as the basis for target setting, they do not have confidence that either the test procedures or the data are necessarily reliable. This is leading to more frequent revisions of targets as new information emerges. Assessment procedures in the reception classes are good and the information gained is used well to enable children to make good progress. In Year 1, a range of measures is in place to assess pupils' progress, primarily in English and mathematics. An assessment week in the spring term has been introduced to provide sharp evidence in key areas of English and mathematics. This is assisting the tracking of pupils' progress through the school. The procedures are less effective in Year 2, where the level of analysis is less secure and there is, in consequence, much less use of information to guide teachers in their planning. This is borne out by teachers' low expectations of what is expected by pupils by the end of the key stage.



38. Year 1 teachers have evaluation and assessment sheets and well-judged systems for assessing pupils' attainment in the foundation subjects. This good practice has not yet been adopted in Year 2. The lack of formal evaluation and assessment systems relates directly to the low standards being achieved in some subjects, as against the much higher standards evident in Year 1. Specifically assessed activities are identified for particular pupils each week. Collecting the necessary information is often a task undertaken by support staff. Standardised procedures for marking have been introduced; however, these are not yet implemented consistently across the school.
39. Target setting has been established and is now focused on the use of target books for each child. These theoretically identify sharp targets for each child and are a constant point of reference in lessons until the next target has been achieved. New targets are then set. However, targets books are used inconsistently. Where they are used well, as in Year 1, they are effective and strongly support improved learning and better progress.
40. The academic performance and personal development of pupils with special educational needs are carefully monitored through the regular review of their needs. Copies of individual education plans are given to class teachers who share information with support staff. Parents are also given useful information about ways of helping their child.
41. The effectiveness of educational and personal support and guidance in raising pupils' achievements is satisfactory. Monitoring of attendance is good and the school has very good procedures for monitoring and promoting good behaviour. There are no formal procedures in the school to monitor and support pupils' personal development other than in the reception classes. Here a 'post-it' note system captures every significant incident in the pupil's engagement in an activity. This is a very effective way of recording and supporting the personal development of the youngest pupils in the school. In Years 1 and 2, the monitoring of personal development is informal but effective, as the pupils are well known to the staff and there is an extensive reward system in use.

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

42. The effectiveness of the partnership between the school and the parents of its pupils is very good. Parents are very pleased with the school's provision and achievements. The parents' questionnaires completed for the inspection reveal that parents are most pleased with the quality of teaching, the quality of leadership and management in the school and the high expectations the school has of its pupils. They also report that their children like school. Parents are very comfortable about approaching the school with questions or a problem, feel their children make good progress at school and that the school helps their children to become more mature and responsible. A significant minority does not think the school provides an interesting range of extra-curricular activities.
43. The inspection endorses some of the parents' positive viewpoints and found the provision of extra-curricular activities to be satisfactory for children of the ages currently in the school. However, the inspection found that there are areas to be developed. These are particularly in the quality of the teaching in Year 2 and the teachers' overall expectations of what these pupils can achieve, particularly in science, information and communication technology, and in design and technology.
44. The impact of the involvement of parents on the work of the school is good. The quality of information provided for parents is very good. The prospectus is very good, containing all necessary information and presenting it in a clear, attractive way. There is wide and regular contact with parents, including three open evenings per year, class parent representatives, class teachers' surgeries and an annual report on their child's progress. The use of reading diaries is inconsistent across the school. In some classes they form a

dialogue between parents and teachers and actually inform parents of their child's progress in acquiring reading skills, but in others, the parents merely record pages read. The quality of reports on pupils' progress is good overall. All reports cover all subjects of the National Curriculum and religious education and are jargon free. The best reporting of progress is in mathematics and English, when all reports focus on what the pupil knows and understands; however, few report national curriculum levels attained. The reporting of other subjects is inconsistent. It is sometimes good, but frequently there is no reporting of progress, simply describing the experiences offered or the pupil's attitude to the subject. All reports include targets for the pupils and an opportunity for them to comment on their learning. These are good features.

45. The contribution of parents to children's learning at school and at home is good. Pupils regularly take work home, such as spellings and reading books, and class teachers provide half-termly newsletters about what is going to be taught. This latter information is sometimes insufficiently detailed for parents to be fully involved at home; however, it is a good idea and one that is developing as the new school grows. There is a program of curriculum workshops for parents to explain how various subjects of the curriculum are taught in school in order to involve them as partners in their child's education. The school has a number of parents who help regularly in the school. This is a well-structured initiative, with helpers being properly inducted into their role and well briefed by the class teacher about the activity they are supporting. This range of activities and the numbers of parents involved ensures that parents are effectively contributing to the learning of all pupils in the school.

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

46. The management and leadership of the school are satisfactory. The headteacher has worked hard to establish many of the procedures and structures necessary for the development of this new school. He has been successful in creating a lively and stimulating environment for learning in this new school.
47. Day-to-day management is good. The school's aims and values are clearly reflected in its work and there is a positive, caring ethos within the classrooms. The staff work well together and there is a strong sense of team spirit in moving the school forward in a planned way. Parents' views expressed at the meeting before the inspection and through the responses to the questionnaire are positive about the quality of management within the school.
48. Those members of staff with a subject responsibility are beginning to fulfil their roles but, as yet, most have had very little opportunity to monitor the quality of teaching and learning in their subjects. This has been recognised by the school in its improvement plan and appropriate time has been allocated for them to support colleagues more effectively in the near future. For example, several teachers are in their first year of teaching and as such are not permitted to take up such a role. However, when they do, together with some other teachers who co-ordinate other subjects, their tasks will develop in line with the agreed procedures of the school improvement plan.
49. The National Strategies for Literacy and Numeracy have been successfully implemented and they have had a strong impact on raising standards of pupils in Year 1. The impact on pupils in Year 2 has been satisfactory.
50. While the headteacher has monitored the teaching of literacy and numeracy well, the monitoring of teaching and learning in other subjects, especially in Year 2, is unsatisfactory. Whilst the head was aware of the need to monitor the afternoon curriculum this had not started. As such there was insufficient focus on the

implementation of the curriculum and the monitoring of pupils' work in this year group. Consequently, these pupils are not achieving as well as they could. For example, the quality of science work in the Year 1 pupils' books is of a higher standard than that in the Year 2 pupils' books.

51. The governing body's role in shaping the work of the school is good. Many have been instrumental in setting up this new school and are proud about what has been achieved so far. The governing body is very supportive of the school and governors are effective in carrying out their duties. The governing body has developed a clear view of the school's work through regular visits to the classrooms by individual governors. Individual governors record their observations in a logbook during these visits and these are shared with the full governing body. Visits have been clearly focused on the teaching of literacy and numeracy and these subjects are seen as a strength.
52. School development planning is good and targets for development are clearly identified within a school improvement plan. These targets for improvement are carefully matched to the current needs of the school and the plan identifies improvements over the short, medium and long term. All targets are carefully budgeted for and financial management in the school is good. The able school bursar works in close partnership with the headteacher and governors to manage the school's budget. The governing body seeks best value in all its spending decisions and monitors the budget carefully. Financial resources have been used well to purchase a good range of equipment. The school is making good use of information and communication technology to support administration and management initiatives.
53. Pupils with special educational needs are satisfactorily supported by the special needs co-ordinator. The governor for special educational needs fully monitors this provision. The policy complies with statutory requirements, but individual education plans are not sufficiently specific to ensure good progress is made by pupils.
54. Levels of staffing at the school are good, with every class receiving some additional support from well-qualified teaching assistants. Teachers are appropriately qualified and where additional expertise is required, training and support are available. There are satisfactory induction arrangements into the school for new teachers and an informative booklet for supply teachers. The school's strategy for appraisal and performance management is good and an effective policy clearly defines the procedures to be followed.
55. The building and grounds are of very good quality, providing an attractive place for pupils to go to school. However, the outside, hard play area is too small for the number of pupils expected in the school in September and could be very congested at the start and end of the school day. This is a feature already identified by the school and plans are in place which should rectify this situation by September. The amount of safety surface in the designated outdoor area for the reception classes is also limited.
56. The learning resources are attractive and of very good quality, contributing to the pupils' very good attitudes to their learning. The resources for English are very good as the school has a wide range of high quality books, a wide range of audio materials and very good games and resources to support the acquisition of phonic skills in the Foundation Stage and Year 1. The resources for the Foundation Stage are also very good. This is particularly so in the quality and range of outdoor play equipment. This equipment is well organised and supports a rich and wide range of experiences for the children.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To ensure that the school is fully effective and that standards are raised, the governors, headteacher and staff should:
- raise the attainment of pupils in science, information and communication technology and design and technology by ensuring that:
    - improvements are made to the quality of the curriculum in Year 2, especially in science, information and communication technology and design and technology;
    - lessons fully challenge the abilities of all pupils;
    - teachers plan work that effectively prepares pupils for Key Stage 2;
    - all pupils have equal opportunity to achieve in all of these lessons;(paragraphs 2-3, 7-8, 10, 25-26, 43, 83-85, 93, 95-97, 103 and 105-106)
  - improve the quality of teaching and learning for pupils in Year 2 by:
    - raising the teachers' expectations of what the pupils can do in most subjects;
    - ensuring that lessons always lead pupils into new areas of learning;
    - making sure that time and resources are used effectively in all lessons;(paragraphs 18, 20, 25, 29, 38, 43, 76, 81, 84-85, 95, 105 and 117)
  - fully implement the planned curriculum for all subjects by:
    - teachers teaching what is planned, to a sufficient depth in all subjects;(paragraphs 23, 84, 97 and 106)
  - monitor standards and what is being taught in all subjects by:
    - continuing the process of lesson observations particularly to the afternoon sessions;
    - the headteacher monitoring teachers' planning more rigorously;
    - ensuring that the headteacher extends his monitoring programme of pupils' work to ensure that standards are consistently high across the school;
    - continuing to develop the monitoring responsibilities of senior staff and the curriculum co-ordinators.(paragraphs 48, 50, 100 and 106)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7	17	50	13	13	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	141
Number of full-time pupils known to be eligible for free school meals	1

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	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	9
Pakistani	0
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20.1:1
Average class size	17

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

Total number of education support staff	7
Total aggregate hours worked per week	135

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	1999/2000
	£
Total income	193,390
Total expenditure	182,427
Expenditure per pupil	1,772
Balance brought forward from previous year	0
Balance carried forward to next year	10,963

## Results of the survey of parents and carers

### Questionnaire return rate 55%

Number of questionnaires sent out	159
Number of questionnaires returned	88

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	19	1	0	0
My child is making good progress in school.	63	33	3	0	0
Behaviour in the school is good.	64	30	3	0	3
My child gets the right amount of work to do at home.	35	55	7	1	1
The teaching is good.	65	33	1	0	1
I am kept well informed about how my child is getting on.	34	50	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	31	1	1	0
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	49	44	5	1	1
The school is well led and managed.	68	30	0	0	2
The school is helping my child become mature and responsible.	53	43	2	0	1
The school provides an interesting range of activities outside lessons.	18	35	23	11	10

Some totals do not equal 100% because of the process of rounding to the nearest whole number.

## **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**

58. The quality and range of learning opportunities provided for children under five in the Foundation Stage are very good. The rich, varied and stimulating curriculum is well structured and organised, taking good account of all the areas of learning required for the age group. There is a good balance between children choosing what to do and being told what to do by adults. Children experience an interesting variety of activities and gain in confidence and independence, learning basic skills of literacy and numeracy well. Good teaching ensures they make good progress in all areas of learning.
59. The initial assessments carried out by teachers show an above average spread of attainment in language, mathematical and personal development when children start school at the age of four. By the time they are ready to move into Year 1, almost all children have achieved the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. A significant number of children exceed these expectations in personal and social development and in communication, language and literacy. Their levels of achievement are above those usually found.
60. The quality of teaching is consistently good. Teachers have particularly high expectations of children's achievements and behaviour. They are knowledgeable about the requirements of the Foundation Stage and plan carefully for all areas of learning. Planning is implemented most effectively, making good use of detailed assessments to plan the next stage.

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

61. Very good relationships are established between children, their families and teachers at the beginning of their time in school, through home visits and effective communication. Children feel happy and secure in the established routines and good organisation of resources. They are confident to choose from a wide range of interesting and stimulating activities. There are well thought out strategies to promote sharing. For example, children respond sensibly to the use of coloured wristbands to determine the numbers of children taking part in an activity. They are willing to share and take turns, knowing they must put up their hands before they speak in a group. Adults encourage them to tidy up after activities and children co-operate with one another to put resources away in the right place. They take responsibility for themselves and their belongings to a good extent when they get ready for outdoor play or physical activity. Adults interact with children well during directed activities, treating them in a consistently firm but friendly manner, setting good examples. As a result, children are well behaved and usually polite and responsive to teachers' requests and directions.

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

62. Children's speaking and listening skills are well above the levels usually found by the end of the Foundation Stage. Children listen attentively, with interest, to clear instructions and well-chosen stories because teachers provide good role models and have high expectations. Teachers encourage all children, including the least confident, to talk to the group, asking relevant questions with sensitivity. They give children time to respond and ensure that all pupils listen to and value the contributions of other children. This results in good progress. The most able children are very interested in language and are confident



and articulate when talking to adults and one another. One boy spontaneously offered the observation that Spain rhymed with train, during a conversation about holidays, for example.

63. Teachers foster early reading skills well. Children enjoy listening to well told stories and sharing their favourite books. They take delight in the antics of the fox in 'Rosie's Walk' and predict what might happen next. Some are already early readers, recognising many familiar words in their chosen books. They are confident in their knowledge of letters and sounds. There is very good provision for writing and children choose to experiment and practise developing skills with a wide variety of pens, chalks and pencils, on a variety of surfaces. They develop good pencil control. Almost all the children write their names clearly with well-formed letters and accurate use of capital and small letters. A significant number exceed expectations, using their knowledge of sounds to write recognisable sentences without adult help. They form letters evenly and correctly and some are making good progress in joining their writing.

### **Mathematical development**

64. Children achieve beyond the expected learning goals in mathematics. Teachers provide many opportunities for children to sort, match and count, using a wide variety of high quality equipment. They create a colourful, stimulating environment rich in numbers and reinforce mathematical language to a good extent. Children recognise numbers up to 10, matching them correctly to symbols and accurately putting them in order. Many are beginning to show an understanding of the principles of addition and subtraction by using vocabulary such as 'more' and 'less'. Children have a secure knowledge of simple shapes and readily recognise and create simple patterns with colour and shape. Teachers make children's learning interesting and relevant when they find different ways of recording how they travel to school, forming tally charts, pictograms and bar graphs. Teachers and assistants use an efficient system of 'post-it' notes to make pertinent and accurate observations of children's achievements or difficulties with learning. These assessments are transferred to detailed and useful records. These are shared with parents and used to plan future lessons and activities most effectively to ensure good progress.

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

65. By the end of the Foundation Stage, children talk about themselves, their families and where they live, many knowing when their birthdays are. They investigate changing materials such as sand, water and dough, developing their scientific and technological awareness. When they walk to a neighbouring school they learn about their environment and explore the different kinds of vehicles on the road during their topic about 'Journeys'. There is a very clear purpose for the planned activities and during the inspection teachers took every opportunity to emphasise the use of positional language such as 'across', 'over', 'under' and 'through'. Children have suitable opportunities to work independently on computers to develop skills in information technology. They direct a programmable toy along a chosen pathway and are challenged by teachers to estimate the distance the toy might travel. Children are successful in managing to do this accurately. Children achieve the expected learning goals and are well prepared for the subjects of the National Curriculum.

### **Physical development**

66. The school has a secure fenced area and good quality resources for outdoor play. By the end of the Foundation Stage, most children achieve the learning goals for physical development. Children move confidently with good levels of co-ordination and balance as

they climb ladders to the second story in their playhouse and negotiate an obstacle course using large equipment. Children run and jump and stop and start with good levels of control. There are good opportunities to create large structures using building blocks and a range of construction equipment and small toys. They handle scissors and other tools safely and effectively during every day activities.

### **Creative development**

67. Children reach the expected early learning goals by the time they reach the end of their reception year. They have good opportunities to explore colour, texture and shape using a wide range of media and materials. Photographic evidence and planning shows that children are introduced to a range of techniques, such as colour mixing, and given good opportunities to use their imaginations. They create splatter paintings after Bonfire Night, for example, to good effect; they print with autumn leaves and use finger paints and pens whilst listening to music and make detailed drawings of bicycles and other forms of transport. Much of the work seen is of a high standard. Painting activities are readily accessible for children to use independently. Children choose to paint patterns using repeated letter shapes in bright colours. They play imaginatively with small world toys, such as the floor road map, cars and the doll's house. They enjoy listening to music, experimenting with sounds and instruments and singing familiar songs and rhymes. In one lesson, children became absorbed in creating sounds they had heard on a walk, using their bodies and percussion instruments. They clap, stamp and shuffle and use their voices to sound, in one instance, like a very credible creaking gate. Good teaching gives children confidence to experiment without fear or embarrassment.

### **ENGLISH**

68. Standards in English are satisfactory at the end of the key stage, when pupils are seven.
69. According to teachers' assessments, the pupils currently in Year 2 entered the school with broadly average attainment in English. Inspection evidence shows that the attainment of children entering the school in reception is now above average. These children achieve well in the reception classes because of high quality of teaching. As a result, they achieve above average standards in speaking and listening, reading and writing by the end of their reception year. Pupils also exceed the expected levels in Year 1 and continue to make good progress. Those pupils currently in Year 2 exceed expectations in speaking and listening and reach above average standards in reading. Their attainment in writing is satisfactory.
70. Standards of speaking and listening are good. Teachers have good relationships with pupils and have established clear rules and expectations for speaking and listening. By the age of seven, pupils listen attentively with good levels of concentration to lively and interesting introductions to literacy sessions. Most pupils speak with confidence and clarity in logical, usually well constructed, sentences. Teaching of this aspect of English is good and pupils achieve well, improving their spoken vocabulary to a good extent during lessons. Teachers in all classes provide good role models for spoken English and encourage pupils effectively to extend their answers to questions using appropriate language and the correct tense. There are good opportunities for pupils to participate in both formal and informal dramatic activities. School assemblies provide regular and frequent opportunities for pupils to speak in front of a large audience. Expectations are usually high and, as a result, pupils respond to the challenges set with enthusiasm. Pupils in Year 1, for example, vary the pace, tone and volume of their speech to very good effect in front of a large audience, taking on the roles of different characters with engaging confidence, enjoyment and imagination. They reach high levels of achievement.

71. By the time they are seven, pupils reach above average standards in reading. This is because the school gives reading a high priority, the teaching of reading is good and a wide range of good quality books are attractively displayed and easily accessible to pupils in all classrooms. Pupils choose books eagerly and enjoy reading stories both to themselves and others during planned shared reading times. They become involved with story lines and characters showing good levels of understanding. Pupils of all abilities know initial letters and sounds securely and are gaining increasing knowledge of some sound blends. They use a suitable range of strategies to work out unfamiliar words. The least able readers make good progress and use their developing understanding of rhymes to decipher words. Higher attaining pupils read short novels, such as those by Roald Dahl and Anne Fine, fluently and accurately with good expression and appropriate emphasis. They take good account of punctuation when reading aloud. Teachers are successful in promoting the enjoyment of books through enthusiastic and imaginative presentations during the literacy sessions, which bring books to life. Pupils' favourite books and authors are often those being read in literacy sessions, such as 'Mrs Armitage on Wheels' in Year 2. Teachers regularly hear pupils read individually and record positive and encouraging comments in record books that are shared with pupils' families. Not all teachers, however, make enough of the opportunity to suggest ways in which pupils can improve their reading. Pupils' research skills are developing suitably, although insufficient use is made of the library. Introductions to literacy hours promote knowledge of authors appropriately and pupils are familiar with authors such as Roald Dahl and Quentin Blake.
72. Standards of writing are satisfactory and on course to be average, overall, by the end of Key Stage 1. Pupils are given ample opportunities and encouragement to write down their thoughts and ideas, which are praised and valued by teachers. As a result, Year 2 pupils are confident and independent writers who enjoy writing at length about their own experiences; they use descriptive language when they retell stories such as 'The Gingerbread Man'. They try hard to think of interesting words, making good use of their thesauri. The most able pupils produce increasingly complex sentences using a wider range of punctuation, such as speech marks, with increasing understanding and accuracy. However, for the majority of pupils' writing lacks structure and accuracy and is often difficult to read. For instance, whilst pupils are confident writers, they need to continue to improve their skills and understanding of punctuation, spelling patterns and grammatical rules. Although many pupils have appropriate targets for improvement and teachers give constant reminders, some pupils continue to make the same repeated mistakes in their books.
73. Handwriting is satisfactory. All pupils throughout the school try hard to join their handwriting and some reach very high standards of fluency and style, with neat and even letters. Teaching provides good examples in classroom displays, but does not consistently model the chosen style when marking pupils' work. Higher attaining pupils in Year 2 are developing an increasingly fluent style, although the remaining pupils in this year group are still learning to form their letters correctly and they find the joining of letters difficult. Teachers provide insufficient guidance to these pupils in how to join letters with the result that letter formation is overly large and contrived. Pupils enjoy practising sounds and shapes together, particularly when teachers encourage them to listen to music as they work.
74. The quality of teaching is satisfactory. It is very good in Year 1 and, as a result of this, pupils achieve standards better than expected for their age. These pupils are highly motivated and excited by language because teachers have high expectations of what they can achieve. They involve pupils of all abilities expertly in an interesting variety of challenging and purposeful tasks, making very good use of time and resources available.

75. The quality of teaching is more variable in Year 2. It ranges from very good to unsatisfactory. Lessons are usually well structured with an interesting variety of activities at the beginning of most lessons. Teachers successfully generate ideas and stimulate pupils' imaginations, encouraging a love of books and stories. In a very good lesson in Year 2, for example, the teacher made good use of time, incorporating role-play to good effect when pupils become one of the characters. This leads to the good development of descriptive vocabulary about their feelings. Pupils are well managed and the good relationships that teachers have established lead to very good attitudes and behaviour during lessons. Pupils are reminded of what they have learned when the whole class is brought together at the end of the sessions. These are good features in most lessons.
76. In the two unsatisfactory lessons seen, teachers sometimes have low expectations of what pupils will achieve. Group activities during literacy hours are not used effectively to reinforce basic grammatical skills at the end of the key stage. In a lesson to introduce the word 'syllables', for example, after an effective introduction, there was too little challenge in the planned group activities. One group of pupils spent a significant part of the lesson on unstructured play activities, adding little to their learning of language. The least able pupils received too little support in this lesson. A selected group of higher attaining pupils enjoy being part of a 'Writers' Club, but sometimes make insufficient progress in their learning because the teacher's planning and assessment procedures do not always help the teaching to build sufficiently on what pupils already know and understand.
77. The school makes good use of pupils' individual targets, referring to them frequently during lessons. Most pupils know what these are and try hard to attain them. The least able pupils, however, sometimes have the same targets over a long period of time with little evidence of strategies being provided to help them to achieve them.

## **MATHEMATICS**

78. Standards in mathematics by the age of seven are satisfactory and on course to be average in both numeracy and other aspects of mathematics. Pupils in Year 2 entered school with average awareness in mathematics and have made satisfactory progress. Those pupils in the reception and Year 1 entered school with above average understanding of mathematics and are making good progress, revealing standards that vary between above and well above average. Pupils with special educational needs are supported well and make similar progress to the other pupils in their year group.
79. By the age of seven, the more able pupils understand place value to hundreds, tens and units, but do not have a working knowledge of numbers greater than 99. They add units to tens and units confidently. They estimate length and measure accurately in centimetres. They correctly recognise and sort by name and properties a range of two-dimensional shapes. They read simple clock faces accurately and recognise odd and even numbers. They give the correct change from 50p when shopping. Overall, the quality and quantity of work produced, even by the able pupils, is not extensive. In spite of the setting of the Year 2 pupils for mathematics, the pace of their learning is slow and pupils are unlikely at present to achieve the end of year targets set by the school. There are some opportunities to use mathematical skills in other areas of the curriculum, such as science, but these are not well developed at present.
80. The quality of teaching and learning is good, and often very good, for pupils up to the end of Year 1. Teaching is satisfactory in Year 2. In a particularly good lesson, in Year 1, pupils were learning about weight and that size and weight are not necessarily linked. Relationships were very good and the teacher was able to generate a high level of enthusiasm amongst the pupils. After a very effective introduction, which involved devices such as the 'mathemagician's hat', the pupils were set to work on a range of well-

supported practical tasks. Some of the groups were well supported and worked very successfully. Even the unsupported pupils were focused and productive, achieving the tasks which had been set. A brisk pace was sustained throughout the lesson and there was no inattention at any time. The whole-class recap was a very effective way of allowing the children to come together and to articulate their ideas and findings.

81. The quality of planning is good in Year 1, where staff often produce individual lesson plans of considerable detail. Planning in Year 2 is satisfactory. The extent to which staff explicitly evaluate the success of lessons varies. The school is beginning to develop target setting, based on the information deriving from the baseline tests. However, staff find this unhelpful and are now working to revise targets, based on more reliable and more recent data. Teachers reinforce the use of correct mathematical vocabulary. This also helps to extend pupils' confidence in literacy. Oral sessions support the development of improved mental skills in mathematics. Within the main activities, teachers plan for a number of group activities and in almost all lessons in Year 1 they match work well to individual needs. This is less successful in Year 2, where assessment information is not used sufficiently well to ensure that pupils are being challenged consistently. Teachers make some use of information and communication technology to promote mathematical learning, as seen in a lesson for Year 1 pupils to develop their numeracy skills using an addition program.
82. The co-ordinator provides satisfactory leadership for mathematics at present. Structures for assessing pupils' progress in mathematics are being put in place. However, the extent to which this information is being used to raise standards varies with the year group.

## **SCIENCE**

83. Judgements are based on the evidence of pupils' work in their books, talking to pupils and observing some small group teaching. The school has set some ambitious targets for the Year 2 pupils to achieve in the first set of national assessments for this new school. These targets are based on data collected on these pupils during Year 1. Inspection evidence indicates that these targets are not likely to be achieved.
84. Current standards of work in Year 2 are below the expected levels for pupils of their age. The planned curriculum is too fragmented and the teaching methods are inappropriate for this age group. They do not ensure the regular teaching of knowledge and skills in a progressive way and consequently there are gaps in the pupils' scientific understanding. As a result, these pupils, including those with special educational needs, are making unsatisfactory progress. Most pupils are clear about the concept of a fair test, but the planned opportunities for investigation would benefit from increased rigour and challenge. This will then help these pupils to use their knowledge to good effect, for example when investigating the speed of a toy car travelling down a slope. These pupils, however, displayed an enthusiasm for scientific enquiry and an ability to work together in small groups.
85. The standard of pupils' written work in Year 2 is well below expectations and there are also many missed opportunities for developing and extending literacy skills. However, some pupils can talk in detail about the main parts of a plant and how they may use a battery and some wire to make a small bulb light up. This knowledge is not widely shared by all pupils due to the nature of how the subject is taught. For example, in an unsatisfactory lesson in Year 2, the teacher introduced the investigation appropriately, but the follow-up work lacked challenge and opportunities for the pupils to record their findings in their books in any depth. Extension activities, such as blowing a rice grain with a straw across a table, were too simplistic and lacked any sense of real purpose.

86. The quality of teaching and learning for pupils in Year 1 is good overall and evidence in pupils' books clearly shows that the coverage of the National Curriculum work is adequate. Pupils in Year 1 respond well to opportunities for investigation and the teachers' high expectations of what the pupils can do. They enjoy scientific activities and pupils are well supported by a classroom assistant who, through a range of investigative activities and good questioning skills, helps to ensure that pupils make good progress.
87. The new co-ordinator is making a good start in managing the subject and has a clear view of what needs to be done to raise standards in science. The school development plan shows that science will become a key focus for school development at the end of the school year. There is a good range of new resources and these have been stored effectively in a central area.

## **ART AND DESIGN**

88. No art lessons were seen during the inspection. Evidence from displayed work, photographs, samples of work, scrutiny of teachers' planning and discussions with pupils and staff shows that pupils reach satisfactory standards in art through the wide range of good experiences offered, especially in Year 1. No overall judgement of teaching is possible.
89. Art is based on chosen topics such as 'Journeys' and used mainly to provide material for exciting displays around the school. By the end of Key Stage 1, pupils experience a wide variety of materials, tools and techniques. They have good opportunities to communicate their ideas and feelings expressively through drawing, painting, printing, collage and two and three-dimensional materials. The finished results show a suitable awareness of pattern, shape and colour and evident enthusiasm and enjoyment for the subject. They combine materials to create very good visual effects to illustrate written work in literacy, history or science. Pupils add to their understanding of colour and shape when they create silhouette pictures of the 'Fire of London', for example. A collection of masks and hats made with the support of parents and friends for a carnival week provides an explosion of colours and textures in the hall. The youngest children produce detailed drawings of different kinds of transport, such as bicycles, that are of a good standard. At the end of Key Stage 1, pupils observe plants and flowers closely and use paint and pencil to produce suitably detailed pictures. There are examples of lively and expressive portraits using paint and pastels with good use of colour and form. Watercolours in Year 1 show the sensitive use of brush strokes and confidence to express individual ideas. A teacher's idea of exploding portraits based on the work of the artist, David Hockney, shows considerable flair and imagination. As a result, pupils develop an appropriate visual awareness. They develop further knowledge of new techniques, such as silk printing, through visiting artists. Pupils with special educational needs make good progress in learning new techniques when they make masks of lions and bears to illustrate their writing. Pupils' work is valued and, as a result, they are proud of what they have achieved.
90. Classes are well organised for artwork and the very good provision of resources makes a significant contribution to the quality of pupils' finished work.
91. The subject co-ordinator is enthusiastic and talented. She provides inspiration for impressive displays of artwork and some imaginative and exciting projects. Teachers, however, select topics from a national scheme of work with a visual effect in mind, rather than planning to build on what pupils already know, understand and can do. The school does not make use of, for example, portfolios of work or sketchbooks. There is currently

no guidance for teachers to develop skills and techniques in a systematic way; however, this is planned for the time when art becomes a subject focus for the whole school.

## **DESIGN AND TECHNOLOGY**

92. No lessons in design and technology were seen during the inspection, although a small group of Year 1 pupils was observed briefly, recording evaluations of a recently completed task. Judgements are based upon the scrutiny of pupils' work, other evidence available around the school, the examination of teachers' planning and on discussions with staff.
93. Standards of attainment in design and technology are unsatisfactory by the end of Key Stage 1. However, this overall judgement does not adequately reflect the diverse experiences which pupils receive in the different year groups. Standards in Year 1 are often good. In Year 2, the design and technology curriculum is not yet fully in place and standards are unsatisfactory.
94. In Year 1 classes, teachers have identified a 'making' area in each classroom. These areas are adequately resourced for pupils to build upon the craft skills in making which are successfully developed in the Foundation Stage. In Year 1, design and technology is taught through topics and the quality of planning, management and teaching is successful. Pupils use design sheets to plan their work. They have made finger puppets, crowns, jointed toys and pop-up books using a range of mechanisms. They evaluate tasks when they are complete. Tasks are carried out in small groups, where skills such as measuring, cutting and sticking are emphasised and built upon. Pupils are learning effectively and this is seen in the good quality of work which is produced.
95. In Year 2, design and technology is also taught through topics. However, there was no planning in design and technology for any period beyond the middle of the autumn term and that which does exist did not link up with the medium-term planning for Year 2. The unit of work on 'Joseph's Coat' consisted of a small piece of tie-dye fabric, while the moving vehicles had not progressed beyond a square base with axles attached. Pupils spent some time on food technology during the autumn term 2000 and have made use of large construction kits, but neither activities show sufficient attention to the planning to secure at least satisfactory progress in learning about design and technology.
96. Design and technology has not been a priority in the school and there is little documentation in place. This has not prevented staff in Year 1 from ensuring that appropriate activities are identified and taught.
97. In Year 2, there is also an appropriate curriculum in place, but very little has yet been taught. In view of this, little thought has been given to ways in which pupils' literacy and numeracy skills can be developed through design and technology. A co-ordinator will take up her post shortly. She already has some awareness of the strengths and weaknesses of the subject and is preparing to strengthen the quality of the way in which the subject is planned and taught. There are sufficient resources available to enable standards to rise in the subject.

## **GEOGRAPHY AND HISTORY**

98. During the inspection, there were very few opportunities to observe the teaching of history and geography. Judgements are based on the observation of one lesson in Year 1, the analysis of pupils' work and discussions with pupils. Standards are in line with national expectations in history for pupils aged seven. There is insufficient evidence with which to

make a judgement about geography because the subject is taught to pupils in Year 2 in the latter half of the school year.

99. Curriculum planning links these subjects with the teaching of science and information technology. Teaching is planned for small groups as part of an integrated afternoon based on topics. The quality of teaching in the one lesson seen in Year 1 was satisfactory. Good planning ensured these pupils made satisfactory progress in developing their use of historical enquiry to identify the characteristics of old and new toys. The teacher used probing questions to challenge and motivate two small groups of pupils. Support staff were used appropriately in this lesson to teach other small groups of pupils in science and in design and technology based activities. Resources were managed well in this lesson and good use of time ensured that each group moved onto the next activity at the same time.
100. The limited evidence from pupils' work in Year 2 is supported by several whole school activities such as assemblies on other countries and local excursions. Pupils are also developing a good understanding of place by following the travels of 'Barnaby Bear' as he goes on holiday around the world. His travels are effectively illustrated with a corridor display that includes maps and photographs. Pupils in Year 2 can discuss the characteristics of old things and they have also developed a sound knowledge of famous people from the past. For example, they can talk about Isaac Newton and his discovery of gravity. The study of the Great Fire of London has also provided these pupils with a sense of chronology and events of the past, as recorded in their writing of this event in the style of Samuel Pepys
101. The role of subject co-ordinator is currently underdeveloped and there is insufficient monitoring of teaching and learning by senior staff. These subjects are, however, identified as a key focus for the school in the next school year. Resources for the teaching geography and history are satisfactory and stored appropriately in central area within the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

102. There were some opportunities to observe information and communication technology being used during the inspection. Judgements are also informed by the scrutiny of pupils' written work, evidence from displays around the school, the examination of teachers' planning and discussions with staff.
103. Standards of attainment for pupils in information and communication technology are currently unsatisfactory in Year 2. However, this does not adequately reflect the varied experiences which pupils receive in different year groups. Standards in Year 1 are always in line with what is expected nationally and sometimes better than that. In Year 2, pupils do not build on their previous experiences and consequently standards are unsatisfactory.
104. In Year 1 classes, however, pupils build effectively on the good experiences, which they bring through from the Foundation Stage. There was evidence that pupils use the computers regularly. Both planning and evidence seen indicates that while the main focus is on word-processing, including group compositions, with a view to developing a range of basic skills in using keyboard, mouse, menus and printer, this extends to the use of programs to develop, for example, specific mouse control skills. There are good links with mathematics in the use of data programs to produce pictograms. Teachers target pupils' particular learning needs with CD-ROMs. Pupils have used the Internet to research old toys and have had e-mail correspondence with Santa Claus. Reception pupils have used digital cameras to produce photographs, which were later reproduced



on their Christmas cards. Overall, the curriculum is full and information and communication technology is being used well to support subjects across the curriculum, for example using a programmable toy to measure distance on the floor.

105. The subject is embedded in the topic framework. In Year 1, the good quality of planning and teaching and the very good management skills of the staff ensures good learning. In Year 2, the situation is less satisfactory. There is virtually no evidence of word processing or of the use of information technology across the curriculum, other than in mathematics. There is some use of CD ROMs, but this appears to be unplanned and there are no records of access or usage to indicate what pupils have covered. There is no effective system for the teaching of skills or any worthwhile basis for making judgements as to pupils' learning. Some pupils were observed learning to control a programmable toy. This was managed satisfactorily, although the pace was slow and there were too few opportunities for pupils to have 'hands-on' access to the equipment. In a mathematics lesson, an adult was attempting to introduce a mathematics program of which she had no prior knowledge. This was unsatisfactory. It is unlikely that pupils are achieving the amount of access time to computers which the school considers appropriate. An assessment check-list has been introduced with the intention of monitoring pupils' skill development. In Year 2, the basis on which such judgements would be made is unclear and overall, pupils' learning and the quality of teaching are unsatisfactory.
106. The quality and range of resources are good. The school has a satisfactory number of computers together with a good range of other information and communication technology equipment. The resources are new and of high quality and the school has regular access to a technician. Many pupils have some opportunities to acquire basic skills outside school and come to school with very positive attitudes about learning through the use of computers as well as developing their information and communication technology skills. The co-ordinator is knowledgeable and has been effective in implementing her plans in the first two years of the school's life. The proposed curriculum is appropriate. The current weaknesses are in Year 2 where the information and communication technology curriculum is being unsatisfactorily implemented. The co-ordinator now anticipates having the opportunity to implement more rigorous monitoring in those areas of the school where weaknesses remain, with a view to raising standards for the older pupils.

## **MUSIC**

107. Pupils' achievements in music are in line with the expectations for pupils of their age. Pupils across the school, including those with special educational needs, are making satisfactory progress.
108. Music plays a prominent part in the life of the school, evident from the attractive displays and good quality instruments which are easily accessible to teachers and pupils. The sound of background music is a noticeable feature, creating an uplifting and positive atmosphere as soon as pupils and adults enter the building. Pupils have numerous planned opportunities to listen to music by a wide range of composers from a variety of times, places and cultures during lessons and assemblies. Each class has their own 'Music of the week' which they listen to during handwriting lessons; during the inspection, Year 2 pupils listened to 'Tubular Bells' by Mike Oldfield, for example. Teachers make good use of these occasions when they encourage pupils to listen carefully for particular instruments. However, teachers sometimes miss opportunities to reinforce learning and pupils at the end of the key stage are unable to recall the names of composers they have heard.

109. Pupils respond well to making music. They have good opportunities to perform with others during lessons, assemblies and special occasions such as concerts and presentations of their work to parents. They were inspired by a visiting musician to work together most effectively to make their own instruments and create an exciting performance during a multicultural week. By the time pupils reach the end of Key Stage 1, they have built up a lively and interesting repertoire of songs they know well and sing with confidence and enthusiasm. Pupils have a good sense of rhythm. They are learning to pitch their voices with increasing accuracy and modulate them appropriately according to the song or occasion. Pupils distinguish between high and low sounds to a good extent and have good voice control. The youngest pupils create musical patterns and effects using body sounds, such as clapping, stamping and shuffling, imaginatively. They also have opportunities to experiment with percussion instruments. Pupils in Year 1, according to evidence from taped lessons, are building successfully on this experience by experimenting with sounds to very good effect. They reproduce sounds of water using finger cymbals, chime bars and bells and they are invited to compose sounds for eels to move to. Pupils respond very well to good questioning and encouragement in these lessons and achieve good standards of composition. They are introduced appropriately to notation in Year 2 and begin to record the sounds they make, distinguishing between long and short notes with understanding. Pupils play their simple compositions using chime bars with good levels of concentration. They reach satisfactory levels of achievement.
110. From the small number of lessons seen or listened to, and from talking to teachers and pupils, teaching is judged to be satisfactory, with very good elements in Year 1. The quality of teaching in the co-ordinator's class sets a high standard for the rest of the school. The co-ordinator provides good support to others to ensure that basic skills are taught satisfactorily. Pupils who benefit from additional music tuition compose simple tunes and work hard to improve their instrumental skills. These opportunities enhance provision for music appropriately.

## **PHYSICAL EDUCATION**

111. By the end of Year 2, pupils achieve standards in physical education which are in line with those achieved in most primary schools. Pupils, including those with special educational needs, make satisfactory progress. During the inspection, three lessons were observed in dance and one in games skills. There was no opportunity to observe pupils working in gymnastics. Teachers' planning ensures that there is adequate attention to all elements of the subject throughout the year.
112. By the age of seven, pupils are able to roll a ball and judge the length of throw necessary with accuracy. They can analyse the strategy used and say whether it worked. In dance, pupils are able to perform a series of dance steps with increasing correctness and control, satisfactorily reflecting emotion in their dance steps.
113. Pupils enjoy their physical education lessons. They focus well and listen carefully to directions. Pupils of all abilities work well in pairs and groups. For example, Year 2 pupils worked very well when throwing and receiving a ball in pairs. They adjusted their practice to accommodate the skill level of their partner. They sustain effort and concentrate well. They are keen to do their best and appreciate each other's achievements. Their good attitudes and behaviour ensure that pupils work well and no time is wasted. This makes a good contribution to their rate of progress.
114. The quality of teaching is good. The pace of lessons is generally brisk. There are planned gains in skills during each lesson and a due regard for safety. One weakness evident in the majority of lessons observed was the lack of emphasis upon the effects of

exercise on health and the body. Warm-up and cool-down activities were planned for in most sessions, but were often foreshortened or omitted altogether when timing was not accurately judged elsewhere in the lesson. More attention to the overall structure of sessions is needed, so that common practice is more securely established across the school and also across subjects. Teachers make good use of demonstrations so that pupils may become more critically aware of the quality evident in other performances. There are no effective assessment procedures in place beyond Year 1 at present. Although there is no permanent co-ordinator at present, a member of staff has been identified to manage the subject in the next school year. She has already identified some areas for improvement.

## **RELIGIOUS EDUCATION**

115. During the inspection there were very few opportunities to observe the teaching of religious education. Judgements are based on the observation of two lessons in Year 2, the analysis of pupils' work and discussions with pupils. Standards are broadly in line with the local expectations for the oldest pupils in the school and pupils' learning meets the requirements of the locally agreed syllabus.
116. Pupils in Year 2, including those with special educational needs, are satisfactorily developing their understanding of religious issues and the nominated faiths through listening to stories and taking part in class discussions. Learning is also enhanced through a good range of opportunities for the development of multi-cultural understanding and tolerance. As part of this programme, the school makes a positive effort to ensure that all pupils of minority ethnic origin or for whom English is an additional language are valued members of the school community. For instance, the celebration of Mardi Gras as an assembly provided the pupils with a good understanding of the richness of other cultures around the world and also made effective links with art and design technology.
117. A review of teachers' planning clearly shows that there is regular teaching for all classes in Key Stage 1. Teachers make appropriate use of lessons to provide opportunities for reflection on a range of moral and spiritual issues. This was satisfactorily demonstrated in a lesson for a class of Year 2 pupils. In this lesson, the teacher encouraged the pupils to talk about and review the Bible stories studied during the term and identify the meaning of God's message within the stories read. The pupils responded well to this lesson and they are clearly developing a good understanding of what is right and wrong. The teacher provided satisfactory opportunities for the pupils to reflect and record their thoughts and feelings by enabling them to complete a page for the class book. However, opportunities for drama were missed in this activity. This quality of experience was not reflected in a similar lesson for the other class of Year 2 pupils. For example, the stories were reviewed, but pupils were asked to copy a piece of work previously completed as a means of recording their thoughts and feelings about the stories read during the term. There was little challenge and no new learning took place in this lesson.
118. The curriculum is satisfactory overall and an appropriate framework is used to support teachers' planning. The quality of curriculum resources is good and they are accessibly stored in a central area. The role of the co-ordinator is very underdeveloped, but the school has made good plans for this post to be filled in the near future. The school is starting to make good use of events to enhance the curriculum with assemblies on a range of religious topics.