

# INSPECTION REPORT

## **WESTFIELD SCHOOL**

Bourne End

LEA area: Buckinghamshire

Unique reference number: 131933

Headteacher: Geoff Allen

Reporting inspector: Jed Donnelly

23637

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> June 2002

Inspection number: 245186

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary Special EBD
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Highfield Road Bourne End Buckinghamshire
Postcode:	SL8 5BE
Telephone number:	(01628) 533125
Fax number:	(01628) 523345
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J G Roberts
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	J Donnelly	Registered inspector	Mathematics Information and communication technology Physical education Equality of opportunity Provision for pupils with special educational needs	Information about the school The school's results and pupils' achievements How well the school is led and managed What the school should do to improve further
19798	J O'Keefe	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
15918	M Goodchild	Team inspector	Areas of learning for children in the foundation stage English Art and design Design and technology Religious education	How well are pupils taught? Pupils' attitudes, values and personal development
27058	K Cannon	Team inspector	Science Music History Geography	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Westfield School has 37 pupils, aged 4-11. This includes 33 boys and 4 girls with severe emotional and behavioural difficulties. The school is situated in the middle of local authority residential housing on the outskirts of Bourne End village. Almost all pupils arrive at school in taxis or minibus; three are transported by parents. Most pupils do not live in the local area, but are from all over the south of Buckinghamshire. Currently there are two pupils with an ethnic minority background and no pupils who speak English as an additional language. Many pupils (51 per cent) are eligible for free school meals. Attainment on entry to the school is low, often as a result of fragmented school experiences or exclusion from primary schools. There has been a degree of uncertainty recently as a result of the local education authority undertaking a full review of its special school provision.

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

Westfield is a very good school that meets the needs of all of its pupils very well. Pupils achieve very well overall. Teaching and learning are very good overall and are particularly good in the combined reception and infant class. The school provides outstanding standards of care and overall the support and guidance offered to all pupils is excellent. The leadership and management by the headteacher is highly effective and quietly purposeful. He promotes the highest expectations and standards from all the pupils. The school provides very good value for money.

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

- Children under five, make excellent progress in their personal, social and emotional development. Pupils make very good progress in English, mathematics, science and personal development overall.
- Teaching and learning is very good. Support staff make a very good contribution to the quality of pupils' learning and this is a major factor in the progress the pupils make.
- The leadership and management by key staff is very good, enabling decisions to be taken which result in improved learning and standards.
- Relationships between pupils are very good and they enjoy their learning.
- The quality and range of learning opportunities across the school is very good.
- Pupils' spiritual, moral and social development is very good. The support and guidance provided for pupils by all staff is outstanding.

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

- There are no major weaknesses in the school.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

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

The school was last inspected in March 1998, when the school was only 18 months old and has made at least good progress and often very good progress in addressing the key issues and weaknesses identified at that time. Teaching is now very good and as a result pupils are making good progress. Assessment was a key issue at the last inspection and is now much improved and a good feature of the school. Individual education plans have also improved, pupils know their targets and they are often used well in lessons. There were also concerns about the curriculum overall, but the inspection team judge it now to be good and very relevant. The capacity of the school to improve further is very good.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year R	by Year 2	By Year 6	<b>Key</b>  Very good      A  Good              B  Satisfactory      C  Unsatisfactory   D  Poor                E
speaking and listening	A	A	A	
Reading	A	A	A	
Writing	A	A	A	
Mathematics	A	A	A	
personal, social and health education	A	A	A	
other personal targets set at annual reviews or in IEPs*	A	A	A	

\* IEPs are individual targets set for pupils with learning difficulties by their teachers.

Children and all pupils across the school make very good progress. The inclusion of younger children with older pupils in Years 1 and 2 is managed exceptionally well and the arrangement works largely to their advantage. The Year 1 and 2 pupils act as very good role models for the younger ones and these children make rapid progress through being exposed to some of the more advanced work being covered by the pupils in Years 1 and 2.

In English and mathematics pupils achieve very well during their time at the school. They make excellent progress in Years 1 and 2 and good progress overall in Years 3 to 6, with very good progress in some classes. Girls and boys achieve equally well and pupils with speech and language difficulties are being supported very well. Results in the national tests at the end of Year 2 and the end of Year 6 are high compared with those of similar special schools nationally.

The standards of the pupils' work in science are at or near the national average expectations for their ages. In the national tests in 2001 a small group of pupils` aged 11, achieved levels of attainment which were well above the national averages for all schools and almost three times higher than the standards reached by similar schools. In all years the pupils make good progress in science.

Pupils make very good progress in personal development and against their targets in their individual targets set by their teachers. Scrutiny of work indicates that many pupils by age 11 are working close to the national age related expectations and the quality of pupils' work improves very well during their time at school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive, pupils enjoy their work and learning.
Behaviour, in and out of classrooms	Behaviour is good in classes and around the school. In the assemblies observed behaviour and response by pupils were very good.
Personal development and relationships	Personal development is very good. The school is a safe and caring community and as a result the relationships between all pupils are very good and for the most part they are tolerant of each other.
Attendance	Good and as a result all pupils learn well. The number of exclusions is low.

## TEACHING AND LEARNING

Teaching of pupils:	Under 5	Years 1 – 2	Years 3 - 6
Quality of teaching	Excellent	Very good	Good

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

Teaching and learning are very good overall and as a result meets the needs of all of the pupils very well including the small number of girls.

Teaching and learning for children under five is excellent. Children's behaviour is managed with great skill and sensitivity; the teacher pre-empts any potential misbehaviour, so that tiny distractions are quickly dissipated. Relationships are excellent, so that children feel highly valued and the teacher regularly reminds them of their targets. There is strong teamwork between the teacher and the support staff, whose skills enable them to make an excellent contribution to children's development. The teacher and support staff work as a seamless team, with shared goals.

Teaching and learning in English and mathematics are very good overall. It is excellent in Years 1 and 2 and ranges from satisfactory to very good in Years 3 to 6. In the class for pupils in Years 1 and 2, the teacher has high expectations and work is matched very carefully to the individual needs and prior attainment of the pupils.

The quality of teaching in science is good overall. It ranges from satisfactory to excellent. Lessons are well planned and prepared so that no time is wasted. Expectations are clearly outlined and there is a good level of appropriate challenge, which caters for the needs and abilities of all pupils. In the best lessons, the teachers' imaginative and fun approach motivates the pupils with a genuine desire to learn.

Most classroom assistants provide valuable support and the whole class work as a team to such an extent that no one wants the lesson to end. Personal, social and health education is very good. In all lessons there is good attention to developing the pupils' basic literacy and numeracy skills, for example, through counting and measuring or scientific vocabulary building and handwriting. Pupils' are encouraged to evaluate what they have learned at the end of each session by using the school's system of self-assessment which is very effective and pupils are highly motivated and as a result learn very well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is outstanding for the youngest children and is good overall. In all years it is used exceptionally well in combination with the behaviour policy and the high quality of imaginative teaching to promote good behaviour and fully meets statutory requirements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral and social development is very good. Cultural development is good. Child protection procedures are effective. All pupils make very good progress in their personal development and this prepares them very well for the next stage of schooling.
How well the school cares for its pupils	This aspect of the school's work is outstanding. Child protection procedures are effective.
How well the school works in partnership with parents	Parents' views of the school are very good and the inspection team agrees. However some reports to parents about pupils' progress are inconsistent in quality.





## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is highly effective. Lines of communication are very clear. The leadership and management by the senior management team and key staff are very good.
How well the appropriate authority fulfils its responsibilities	All statutory requirements are met. New members of the governing body are developing their expertise in keeping track of the school's progress.
The school's evaluation of its performance	The school has good procedures for analysing its performance to provide information about the progress pupils make and to set realistic targets.
The strategic use of resources	Overall the budget is used effectively. Accommodation and resources are good and used well. This provides very good value for money as the school seeks to obtain the best deals that it can.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The progress their children are making since attending the school.</li> <li>• The high level of communication with all staff.</li> <li>• The contribution of support staff in raising self-esteem.</li> <li>• The very good leadership by the headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the learning in the classes.</li> <li>• An invitation to attend the Friday celebration assembly.</li> <li>• The quality of some annual reports of progress.</li> </ul>

The inspection team agrees with all of the comments by the parents.

## **PART B: COMMENTARY**

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

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

1. By the end of Year 6 pupil's achievements are very good overall in English, mathematics and science. They make rapid progress in their personal development, tolerance of others and in the targets that teachers set for them. Pupils' achievements in national tests at the end of Key Stage 2 are better than results from similar special schools. Progress since the last inspection is good.
2. Pupils make very good progress in their personal development. All pupils are able to contribute meaningfully to the evaluation of their progress against their individual targets and clearly increase in self-awareness through this daily process. This has a direct impact on their self-discipline, which is reflected most obviously in the way they respond to the school's system of 'time out'.
3. Children in the Foundation Stage make rapid progress through being exposed to some of the more advanced work being covered by the pupils in Years 1 and 2. The arrangement works so well, because teaching and learning in this combined reception and Year 1/2 class are excellent
4. Pupils achieve very well in English. They make excellent progress in Years 1 and 2, and good progress overall in Years 3 to 6, with very good progress in some Key Stage 2 classes. Girls and boys achieve equally well and pupils with speech and language difficulties are being supported very effectively.
5. Results in National Curriculum tests at the end of Year 2 and the end of Year 6 are high compared with similar special schools nationally. They are below national averages but this is to be expected given their learning difficulties. When teachers did their tracking of where pupils were in their learning, they found them to be well above those nationally for similar schools. National Curriculum test results in English are not as high as those in mathematics and science, but this reflects pupils' lower prior attainment in English on entry to the school.
6. The school's tracking of their progress shows that they achieve at a similar very good rate in English as they do in mathematics. The very good achievement in English is a direct result of very good teaching, very effective subject co-ordination and the close matching of work to pupils' prior attainment.
7. There is good attention to developing the pupils' basic literacy and numeracy skills, for example, through counting and measuring or scientific vocabulary building and handwriting. Speaking and listening skills are well promoted in challenging question and answer sessions to which the pupils respond with good concentration and they frequently display good recall of earlier learning. Teachers keep efficient records and the pupils are encouraged to evaluate what they have learned at the end of each session by using the school's very effective system of self-assessment by pupils. Homework is set as an extension to or preparation for classroom lessons and all of these factors contribute very well to the very good progress pupils achieve.

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

8. Pupils respond well to what the school has to offer and parents all say that their children enjoy coming to school. Attendance is good and has a positive effect on the progress pupils make. All pupils have made very good improvement in their attitudes towards school; some have achieved this in a very short time, having started at Westfield only a few months before the inspection. Attitudes are particularly positive in the combined reception and Years 1/2, class where pupils show a sheer delight in learning and an excellent involvement in activities. Pupils' attitudes largely reflect the quality of teaching and most have positive views about school. Where teaching is at its best, pupils are responsive and enthusiastic learners. Pupils interviewed during the inspection expressed their appreciation for the school and were in no doubt about their enjoyment of the

activities provided. This is evident most poignantly in the reluctance of some pupils to go home at the end of the day and in the way pupils who have moved on to secondary school often come back to visit.

9. Pupils behave well and this represents very good and in some cases excellent, improvement on the behaviour they presented in their previous mainstream schools. Within a short time of arriving at Westfield, pupils begin to adapt to the high expectations and realise that they are largely responsible for their own behaviour. This is particularly evident with the youngest pupils, who are extremely responsive to the expectations of the teacher and support assistants. It is evident also in Years 3 to 6 in the best teaching. For example, pupils in Year 4 listened in awe as the teacher set the boundaries for their behaviour in the lesson and largely met all her expectations by working very hard. When pupils come together for assemblies and gather at other times as a whole community, their behaviour is excellent. At lunchtimes, they behave very well and socialise in their class groups. They listen in silence and rapt attention as the headteacher speaks to the school in assemblies and at the end of lunchtime and they follow instructions precisely. Furthermore, their respect for the school is evident in the lack of damage to displays around the school and in the care with which they treat equipment. Pupils' good behaviour and the calm atmosphere around the school contribute a great deal to their very good progress and give rise to a very orderly and pleasant environment in which to learn.
10. Pupils make very good progress in their personal development. All pupils are able to contribute meaningfully to the evaluation of their progress against their individual targets and clearly increase in self-awareness through this daily process. This has a direct impact on developing their self-discipline and the very good progress they make overall. If a pupil is not focusing and behaving properly, s/he is told to move either away from others in the group or to sit outside the room. In some classrooms, particular chairs are designated as 'time out' chairs. On almost every occasion during the inspection, pupils rejoined the rest of the class after a short period 'cooling off' and considering their behaviour. In some instances, they asked to be accepted back into the room before the time suggested had elapsed, because they were already focused and calm enough to work alongside other pupils. This indicates a high level of self-awareness and an excellent acceptance of what constitutes appropriate behaviour.
11. Relationships within school are very positive. Girls and boys relate very well together and there were no observed incidents of bullying or oppressive behaviour during the inspection. Pupils trust and value their teachers and support staff, relating warmly with them. Pupils are developing a very good understanding of the impact of their actions on others and learning to respect other people's views and feelings. In their writing - for instance, about war, in Year 6 – they show themselves to be thoughtful and compassionate. They are able to empathise with the feelings of others and to express sensitivity.
12. As well as taking very good responsibility for their own behaviour, many pupils are ready to help one another and to contribute by doing little jobs around the school. Pupils regularly stack chairs – with little or no direct supervision – at the end of lunchtime and a pupil from each class represents the views of his or her peers on the school council. Pupils who are school council representatives take this role very seriously and express pride in the contribution they are able to make to the school community.

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

13. Teaching is very good overall and has improved significantly since the last inspection. The quality of teaching is evident in the school's high standards and its results in national tests; it is also evident in the very good progress that pupils make in their personal development. Teaching is excellent in the combined class for children in reception class and pupils in Years 1 and 2. It is good overall in Years 3 to 6, ranging from excellent to satisfactory. Teaching in English is very good; it is excellent in Years 1 and 2 and good in Years 3 to 6. In mathematics, teaching is good overall. In science, it is very good, with excellent teaching in Years 1 and 2 and good teaching in Years 3 to 6. Teaching in personal, social and health education is very good overall and it is excellent in the class for the youngest pupils. Teaching is very good in geography and design and

technology in Years 1 and 2, and good in Years 3 to 6. Teaching is good in art and design and in information and communication technology (ICT) across the school. It is satisfactory in physical education and religious education in Years 1 to 6.

14. Teachers have very good subject knowledge and in all years, they make very good use of assessment information to plan work that is matched to pupils' prior attainment. Typically, pupils are divided into two or three groups who undertake different tasks according to their ability and learning needs. Teaching of the basic skills of literacy and numeracy is excellent in the class for children in the combined reception and Years 1/2 class; it is good in Years 3 to 6, with some variation from class to class. Lesson planning is excellent in the class for the youngest pupils; it is very good in Years 3 to 6. Teachers are clear about what they intend to teach; they prepare thoroughly and frequently share learning objectives with the pupils.
15. Where teaching is at its best, in the combined reception and Year 1/2 class and in some lessons in Years 3 to 6, teachers' expectations are very high. In the remaining lessons, there is a good level of challenge but there is less compunction for pupils to give of their best. Again, in the best lessons, teachers manage pupils' behaviour exceptionally well. They pre-empt any inappropriate behaviour and establish such a climate of high expectation and joy in learning that pupils spend very little 'time out'. All teachers make good use of the school's 'time out' system, but where teaching is merely satisfactory, behaviour is not managed as firmly or effectively as it could be. This necessarily reduces the progress that pupils make and diminishes their personal development. Teachers generally use time well and in the teaching that is very good or excellent, every minute counts. There is some excellent teamwork between teachers and support staff. This is particularly the case in the class for the youngest pupils, where support assistants have a high level of skill and it is most evident also in the Year 4 class. Almost all support assistants make a very good contribution to pupils' progress and work in close collaboration with teachers. Teachers make good use of homework; this enables parents to become involved in their children's learning if they wish to do so, as well as supporting pupils' progress.
16. All teachers involve pupils in self-evaluation and this is a very important part of their personal development. The review of pupils' progress and their involvement in this review is done particularly well in the class for children in the combined reception and Years 1/2 class. At the end of each day, every pupil is asked to talk about how s/he has done against her/his individual education plan targets. The teacher's questions are probing and meaningful, making pupils highly conscious of their responsibility and their rate of progress.
17. Pupils' learning is very good overall and they quickly develop learning skills that support their progress. The children in the reception class have only been in the school for a very short time, but they are already learning very well and making excellent gains in skills, knowledge and understanding. They try very hard and work very effectively alongside the older pupils in the class, taking turns and observing classroom conventions. They show a great deal of interest in activities and concentrate extremely well for their age. They are beginning to develop skills of independent learning. Through the daily review of individual targets, they are becoming aware of their own learning and of the contribution they can make to their development. In Years 1 and 2, pupils' learning is excellent and this supports the high results in National Curriculum tests at the end of Year 2. Pupils are very enthusiastic learners who take an active part in the learning process. They enjoy learning by discovery and quickly embrace opportunities for investigation and independent working. For example, in a science lesson during the inspection, when pupils explored the effects of light shining through different materials, two pupils decided to put different coloured translucent acrylic together to see what colour this would make. They were filled with wonder at the outcome. Equally, these young pupils apply themselves extremely well to written work and other activities that require a high level of concentration. They are excellent listeners, keen to contribute their ideas, but increasingly able to respect the contribution of others and work productively in a group.
18. Pupils' learning is good in Years 3 to 6. Many pupils work hard and apply themselves well. Where teaching is very good and occasionally excellent, pupils concentrate very well and use information the teacher has provided to good effect in their practical work. This was evident in a Year 4 English lesson where pupils worked to improve the quality of their writing. Each group responded very well

to the tasks they had been set and spent their time productively, finding more imaginative ways of describing the 'creepy house' in their stories. In other classes, pupils show a very good knowledge of their own learning; again, this is a direct result of their regular involvement in reviewing their targets. Pupils are keen to answer questions and respond very positively when learning is made interesting. At times, there are lapses of concentration and in some classes, individual pupils become distracted and can be a source of distraction for others in the class. Overall, their learning supports the good progress that they make.

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

19. The breadth and balance of the curriculum is good and is outstanding in the reception class. It provides a very good range of imaginative learning opportunities relevant to the needs of the pupils and fully meets statutory and local authority requirements. The curriculum is used exceptionally well to promote good behaviour. The use of the behaviour policy and the high quality teaching result in a very positive atmosphere for learning. Inspectors judged this to be a great strength.
20. All subject areas are covered effectively, including religious education and social education. Aspects of French are currently being introduced for Year 6 pupils.
21. The use of modern technology to support learning has improved since the previous inspection and, in addition to being taught as a discrete subject, it is used well to support learning in other curriculum areas, with evidence in the pupils' work of personal research via the Internet. Personal and social education is good and includes drugs awareness and sex education programmes, with input from visiting specialists such as the police and health authorities. The teaching of literacy and numeracy is well embedded within the curriculum and effective in improving the pupils' basic skills. Additionally, there are strong links made between subjects, which reinforce the pupils' learning in other subjects. Those pupils with additional and specific needs receive good in-class support and as a result can tackle work in all subject areas.
22. Curriculum planning is good overall and its ongoing development is closely linked to the school improvement plan. It is well informed by the very good procedures for tracking the work of the school. In science for example, where an evaluation of the subject suggested insufficient investigative work, the curriculum was amended to address this problem. The work planned is well matched to the National Curriculum guidelines, with good attention to the basic skills of those pupils with additional special needs and the needs of higher achieving pupils.
23. The pupils' spiritual, moral, social and cultural education is very good overall and is reflected in the pupils' achievements and attitudes. It is very good in the moral and social aspects, with staff setting good role models. The pupils respond very well to the high expectations of good behaviour. They are closely involved with school life, such as the attractive water garden, which the local fire brigade built to the pupils' own design. The pupils' are polite and friendly towards visitors and are proud of their work. Indeed some pupils asked the inspection team to listen to their completed stories, which indicates a genuine pride in their achievements. They are encouraged to think of the impact their actions have on others and show tolerance and consideration of different views and opinions. The pupils' spiritual development is very good and is well promoted through art and design and music. For example, Year 2 pupils listen to the Sorcerer's Apprentice and express in both written and art and design work who or what the music makes them think about. The school provides numerous opportunities for the pupils to reflect on the wonders of nature, for example, the youngest pupils are delighted to see a squirrel scampering across the grass or marvel at the colours of fish in the tropical tank, expressing their favourites. Older pupils reflect on elements of childbirth with sensitive and mature consideration, sometimes referencing this to their own lives. Religious education and assemblies also contribute to their awareness of spirituality. Cultural development is good and is promoted well through art and design lessons, where pupils learn to appreciate the works of renowned artists. They develop an awareness of traditions and lifestyles through history and geography.

24. There are good opportunities for social interaction before school, in the Breakfast Club and at break-times and there is little inappropriate behaviour. Additionally, the pupils have a justifiable faith in the work of the School's Council and are proud of what this has achieved. The curriculum is further enhanced through off-site visits to museums, cinemas, local shops and recreational facilities. Older pupils participate in an annual residential camp.
25. The pupils in Years 5 and 6 are encouraged to consider their future careers by conducting and recording interviews with representatives from a wide section of the local community. This strongly promotes the pupils' personal and social development, whilst enhancing their self-esteem and encouraging good citizenship skills. This is further enhanced by the school's links with a local mainstream secondary school and pupils from both schools are currently engaged in designing and developing an adventure playground, which will also permit community use.
26. The local community holds the school and its pupils in high regard and several local businesses actively support the school through donations and gifts. The Beaconsfield Fire Brigade have adopted the school and provide a high level of committed support to the pupils' academic and social development. In reciprocation, the pupils also support the community by giving music and reading performances in the local library or homes for the elderly.
27. Since the previous inspection report, the school has made good improvements to the breadth of its curriculum, its promotion of high expectations and personal standards by the pupils and its relationships with the community.

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

28. This school provides excellent care and support to its pupils. Staff knowledge and understanding of the individual needs and requirements of the pupils in their care is outstanding. This provides pupils with security and confidence which in turn enables them to make such notable academic progress. Arrangements for dealing with child protection issues are fully in place with an identified person designated to deal with any concerns. All staff are trained and aware, with local guidelines being carefully followed. Appropriate procedures are in place for supporting pupils who require first aid or are feeling unwell. Very thorough procedures are used to ensure the health and safety of all pupils and staff. Regular safety checks take place with risk assessments produced for each individual pupil. Both the procedures for child protection and those for health and safety have improved since the last inspection.
29. Arrangements for maintaining the very high attendance rates are excellent. Staff fully understand that regular attendance is vital if pupils are to make progress and this message is very clearly passed on to parents. The school is very rigorous in following up unexplained absences and if parents are unable to bring their children into school then staff members often go personally to collect them. The behaviour of pupils is very closely monitored by staff through a range of very thorough systems. Good behaviour is promoted very effectively through the highly valued awards systems and regular reporting of 'good news' to parents. This also has a very positive impact on pupils' confidence and progress. Exclusion is only occasionally used; however the use of time-out within the classroom is very effective when pupils become unsettled during lessons. They respond quickly and positively to this sanction and are always keen to rejoin their lessons. As a result pupils learn to manage their behaviour, concentrate better and make progress. Bullying is not apparent in the school and pupils are confident that should an incident occur it will be dealt with quickly and effectively.
30. The school's procedures for monitoring and assessing the pupils' overall achievements are very good overall; this represents an outstanding improvement since the last inspection, where assessment was a key issue for improvement.
31. The school has developed and implemented very good procedures to track the pupils' academic achievements throughout their time at the school. This is used effectively to inform the pupils' individual education targets and the teachers' expectations. It also permits pupils to evaluate their own work alongside the teachers' evaluations and encourages a good awareness in the pupils of

their personal achievements, which further promotes their self-esteem and enables them to become self-critical.

32. Assessment is used well to inform the development and planning of the curriculum and measures progress within key stage groups and highlights gender issues, allowing for effective early action should this be necessary. Teachers and support staff keep efficient records of their pupils' academic and behaviour achievements on a daily basis and use this information to plan their lessons and cater for all abilities. However, once a term, samples of all the pupils' work in a specified week is evaluated and assessed against the National Curriculum levels of attainment by the subject co-ordinator and this is entered into pupils' personal files and used to inform both the curriculum and the Annual Report to parents.
33. Individual education plans and target setting, which were inconsistent at the time of the last report, have improved and are now well-developed and ongoing. They accurately reflect the recommendations of the pupils' Annual Reviews and are used well as working documents within the classroom, with each pupil's target being prominently displayed on classroom walls. All pupils know and clearly understand their targets and how they are being met. Additionally, the teachers' very good knowledge of the pupils ensures that all academic and personal targets are both challenging and realistic.
34. The expectation that the pupils will develop an awareness of their own learning is embedded within the school's procedures, which gives positive support to the pupils' personal development and improves their self-esteem and confidence. This is managed through good teaching and effective lesson planning and plenary sessions at the end of lessons encourage the pupils to discuss what they have learned at the end of each session.
35. The school ensures that all pupils get equal opportunities in all areas and they are fully included in all activities and very little time is lost through lesson exclusion. Much of this, which is due to inappropriate behaviour, is actually in-class exclusion, where a pupil will sit in a different part of the room for the space of three minutes. Often they will apologise and rejoin their peers under the three-minute time zone. Although there are very few girls in the school, they are totally included and all pupils fully participate in activities ranging from watching World Cup football or learning to sew.
36. The school makes very good provision for the health and safety of its pupils. Potential risks are identified and dealt with efficiently. There were no health and safety concerns during this inspection.
37. The warmth and sincerity of all staff provides a welcoming and safe environment for learning and the pupils feel confident and secure, which is reflected in their attitudes and behaviour.

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

38. Parents are very happy with the education and care their children receive at the school. They also particularly value the open door policy of the school and the welcome and support they receive from staff. The school has worked hard to include parents in their children's education and some innovative new ideas for including parents even further are now being planned by one of the teachers. These growing links have a very positive effect on the pupils themselves whose attitudes to both school and homework show improvement. Parents complete regular questionnaires on their views of the school and these are included in the school improvement plan.
39. Parents are fully involved in their children's reviews and many turn up for concerts and sports days. A recently held road safety event organised by the infant department was very popular with parents. Good general information on the school is received in the form of the attractively presented prospectus and regular newsletters. Written reports are issued to parents annually. Unfortunately the overall quality of these reports is inconsistent. Many are well written and provide useful comments on pupils' learning and progress in all subject areas. A few however are too short and do not give parents a clear enough picture of how well their children are progressing.



Meetings to explain the curriculum to parents are rarely held and parents stated in their meeting that they would appreciate more details of what and how their children learn. The governors' annual report to parents meets all legal requirements but is rarely responded to by parents. The recently appointed parent governor is very committed to her role and has recently set up a much appreciated parents' group. Overall the school has maintained its satisfactory links with parents since the last inspection.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership by the headteacher is highly effective and very well supported by the deputy head and senior teacher.
41. The leadership of the headteacher and deputy is very good. They have been very successful in developing an effective team of hard-working and committed staff focused on raising standards for all pupils. The aims and values of the school are very well reflected in practice and the head has created a positive, challenging learning environment, which is central to the school's success. The head and deputy regularly monitor teaching and learning and have been very successful in setting up effective procedures and practices which celebrate pupils' achievements successfully. Very good management is evident in the day-to-day work of the school. The head and deputy have very successfully addressed the weaknesses identified in the last inspection report and good progress has been made. The effectiveness of key staff in the management of the school is now very good. Since the last inspection, subject co-ordinators have been given appropriate responsibilities. There are co-ordinators for each subject area.
42. The governing body is very clear about its role and has a good understanding of the strengths and weaknesses of the school. Governors provide good support for the direction in which the school is going and for its overall planning and work. Some governors have not yet become fully involved in all aspects of monitoring the work of the school and as a result do not always appreciate the strengths and the achievements of the pupils and are insufficiently focused on the progress the pupils make.
43. The school has very thorough systems to ensure that standards are maintained and improved. The deputy head is very effective in her role as the co-ordinator for special educational needs and in her wider management role which includes assessing pupils, working with one class on behavioural issues, preparing individual targets for pupils and liaising with outside agencies. As a result the pupils benefit from outstanding standards of care. She also an appropriate teaching role which allows the senior teacher valuable management time to monitor and evaluate the curriculum and provides very good direction to the schools work. As a group the headteacher, deputy and senior teacher are a very effective team and as a result the school is very successful.
44. The deputy is well known to parents and meets them at appropriate times to discuss any issues that might arise in providing for pupils' needs. Two classroom assistants provide good support for named individual pupils who have severe challenging behaviour. This is part-funded by the local education authority and the school maintains the rest of their salaries out of its own budget. to ensure continuity of provision for very disturbed pupils.
45. Financial planning and management are both very good. There are very clear and carefully costed links between the priorities for school improvement set out in the school development plan and the school's budget. The school has listed areas for improvement which have been thoroughly examined and justified through extensive consultation among the school's staff, the governing body, parents and other agencies such as the local education authority before inclusion in the school development plan. This enables the school to determine clear criteria by which to measure success and to allocate financial and other resources such as staff time to best effect. The school makes very good use of additional funds it receives; for example, to support pupils new to the school, or those in the early stages of language acquisition. Because this support is effective, these pupils settle well and make swift progress.
46. The administrative staff make a very good contribution to the smooth running of the school, enabling the teaching staff to concentrate on their duties without undue distraction from financial matters. They follow clear procedures for purchasing goods and services and are vigilant in securing good value for money spent. They use computer systems extensively and efficiently to monitor spending and to keep all account holders up to date with regular budget statements. The governing body and senior management team are similarly kept well informed, enabling them to evaluate progress towards the school's development targets and to adjust plans where necessary.

47. The school is keen to ensure that pupils from ethnic minority backgrounds are fully included in all aspects of school life and their progress is at least as good as that of other pupils. It is very good at promoting personal and community relationships.
48. The match of teachers and support staff to the requirements of the National Curriculum is good. Staff are appropriately qualified, experienced and well deployed. The school benefits from good stability of staff, with very little movement over the last few years. There are good induction procedures for teachers who are new to the school and good opportunities for the professional development of all staff.
49. The range of learning resources and the quality of accommodation are good overall.

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

There are no major weaknesses.

**The following minor weaknesses should be considered for inclusion in the action plan.**

- Improve the quality and consistency of some reports to parents to include more detail on the progress they are making in all aspects of their development (paragraph 39).
- Further develop the monitoring and evaluating role of members of the governing body, in order to celebrate the work of the school in the local community and raise its status to its appropriate level (paragraph 42).

## 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

25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	7	13	5	0	0	0
Percentage	17	23	43	17	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

Y R – Y6

Number of pupils on the school's roll

37

Number of full-time pupils known to be eligible for free school meals

12

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

37

Number of pupils on the school's special educational needs register

37

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

0

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

15

Pupils who left the school other than at the usual time of leaving

6

### Attendance

#### Authorised absence

%

School data

5.03

#### Unauthorised absence

%

School data

0.36

National comparative data	11.1
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National comparative data	6.5
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*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	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	37
Any other minority ethnic group	1

### **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	18	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	6

#### **Education support staff: YR - Y6**

Total number of education support staff	8
Total aggregate hours worked per week	233

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	441193
Total expenditure	407810
Expenditure per pupil	10732
Balance brought forward from previous year	- 2225
Balance carried forward to next year	31158

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	37
Number of questionnaires returned	17

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	53	41	0	0	0
Behaviour in the school is good.	35	41	0	0	12
My child gets the right amount of work to do at home.	41	59	0	0	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	47	41	0	6	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	59	35	6	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	71	20	0	0	0
The school provides an interesting range of activities outside lessons.	59	29	0	0	12



## **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**

50. There are currently two children in the reception class who are taught in a mixed class with pupils in Years 1 and 2. Both children transferred from mainstream primary schools to Westfield School only a few weeks ago. Typically, the children join with Year 1 and 2 pupils for the introduction to lessons, work alongside Year 1 pupils for the majority of the lesson, then all come back together as a group at the end of the lesson to share their learning with each other. The reception children and the pupils in Years 1 and 2 have the use of two adjoining classrooms that enable staff to split the class for practical activities; one room is resourced to meet the particular needs of the younger children.

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

51. Children make excellent progress in their personal, social and emotional development and they are likely to reach the expected early learning goals. They have settled in rapidly and become extremely well integrated with the Year 1 and 2 pupils with whom they share a class. Both children have already developed trust and learned what is expected of them. They have made excellent progress in their behaviour and need few reminders about listening quietly and putting up their hands. They concentrate exceptionally well and work very hard. They take their turns with the others in the class, for example, 'passing on a handshake' in circle time and learn a great deal from watching and copying the older pupils. They show delight and excitement in learning and are quick to refocus when the tempo changes to one of stillness. They are developing well as independent learners and are very keen to learn. They are polite, saying 'please' and 'thank you' when it is appropriate and show a clear awareness of right and wrong. They are proud of the work they have done and very pleased to show it and talk about it. In a lesson where children had been practising their handwriting, one child asked if she could do some more when the lesson came to an end. Both children enjoy taking part in an evaluation of how well they have progressed against their individual targets and show very good signs of self-awareness and self-control. They are making excellent progress in their social development, especially through the sessions where they sit with the Year 1 and 2 pupils at the end of the day to have a drink and piece of fruit.

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

52. Children make very good progress in communication, language and literacy. One child is set to achieve the early learning goals; the other is not likely to achieve the literacy element of communication, language and literacy, but is making very good progress in communication and the acquisition of language. Children benefit enormously from the high teacher to pupil ratio; staff model language very effectively and encourage children to interact and communicate as much as they possibly can. As a result, both children are articulate and confident speakers, who express their feelings and ideas clearly. For example, when the class was talking about a story, a child commented on 'platform nine and three-quarters' with reference to the Harry Potter books and in another lesson, a child asked why a character was 'so sad'. Both join in readily in answering questions in the introductions and plenary sessions with the Year 1 and 2 pupils. They listen absorbedly to stories and have a clear interest in books. The higher attaining child can read a number of words, work out the spelling of simple three-letter words and match missing consonants to the beginning of a word, for example, adding 'fr' to 'og' to make 'frog' or 'dr' to 'um' to make 'drum'. Some children write short sentences independently, including full stops but not necessarily capital letters. Other children have very good ideas and, with some support, wrote the caption, 'The magic took the children to the land of the dinosaurs' under her drawing. The other child can sequence pictures to show the events in a story. Others can write their name, with most letters correctly orientated and a capital letter at the beginning of the name. Some children gain in ability to control a pen when overwriting or copying letters, learning letter sounds and making rapid progress in forming letters.

### **Mathematical development**

53. Children make very good progress in mathematical development. Some are likely to achieve the early learning goals by the end of the reception class and can count up to 20 everyday objects, fill in the missing numbers up to 30 and use the language of 'more' or 'less' and 'greater' or 'smaller' to compare two numbers. Others are able to do simple addition and have recently begun to do subtraction. Some children recognise and recreate simple patterns. Children understand one-to-one correspondence, for example, relating four objects to the number four and reproduce a simple repeat pattern consisting of two recurring motifs. Some children match two identical pictures and can write numbers up to ten.

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

54. Children make very good progress in knowledge and understanding of the world and should achieve the learning targets by the end of the reception stage. Children have learned about the weather, the seasons, clothing, the post office, about how different animals move, sounds and their sources and they are currently working on light and lighthouses as part of the topic on 'the seaside'. They have very good opportunities to use ICT and have been involved in the programming of a robot as part of control technology. The higher attaining child is very competent in her use of the mouse and is able to move from one part of a program to another with ease when working on the computer. Children know what the senses are and the organs through which they are experienced. They know a number of sources of light and when exploring light boxes, a child had the idea of using a torch to help locate the bear that had been put inside the box.

### **Physical development**

55. Children make good progress in their physical development and are likely to achieve the learning targets by the end of the reception stage. They are making very good progress in using a range of small and large equipment and they handle tools and objects with increasing control. For example, they can cut out shapes and stick, as well as using a pen or paintbrush in a relatively controlled way. A higher attaining pupil has very good control, as evidenced in an art and design lesson when clay was rolled to represent seaweed. They move with confidence and show an awareness of themselves and others in space. This is evident at playtimes when they use tricycles and other play equipment and it was apparent in a physical education lesson where children were able to change the position of their bodies, roll the ball to one another and throw accurately into a defined space. Children have access to an outdoor play area but the school rightly recognises that this could be further developed. It provides satisfactory support to children's physical development.

### **Creative development**

56. Children make good progress in their creative development, but they are not likely to achieve all the elements of their learning targets. They have some regular opportunities for creative play and the teacher is consciously building play into other activities, but children are not yet confident about making independent choices. The one art and design lesson observed – in the art and design room with a ceramics specialist who visits the school - was very adult dominated; the activity was overly challenging and prescribed for the youngest children. Opportunities to paint and explore creatively are satisfactory within the classroom; a spacious home corner supports imaginative development and provides a context for role-play. In some drawings, details are included such as spots on wild animals and facial features in drawings of people. Others make marks in response to a given image. Children join in with familiar songs, for example, moving their fingers and hands to represent a shower of rain, which becomes gradually heavier until it builds into the crescendo of a storm. They understand the change from a soft sound to a loud sound and represent both effectively, keeping in time with others in the class. When a piece of music entitled 'The Thunder and Lightning Polka' was played, a child was able to say that the music sounded like thunder.
57. The inclusion of reception children in a class with pupils in Years 1 and 2 is managed exceptionally well and the arrangement works largely to their advantage. At the time of the last

inspection there were no pupils in school under age five. The Year 1 and 2 pupils act as very good role models for the younger ones and children in this class make rapid progress through being exposed to some of the more advanced work being covered by the pupils in Years 1 and 2. The arrangement works so well, however, because teaching and learning in this class are excellent. The teacher has exceptionally high expectations, learning is made exciting and teaching methods are carefully matched to children's learning needs. Children are assessed very carefully on entry to the school, to enable staff to respond precisely to their needs. Tasks are specifically tailored to children's prior attainment and experience and ongoing assessment means that they are constantly challenged to take the next step in their development. Children's behaviour is managed with great skill and sensitivity; the teacher pre-empts any potential misbehaviour, so that tiny distractions are quickly dissipated. Relationships are excellent, so that children feel highly valued and the teacher regularly reminds them of their targets. There is strong teamwork between the teacher and the support staff, whose skills enable them to make an excellent contribution to children's development. The teacher and support staff work as a seamless team, with shared goals.

58. Curriculum planning pays due regard to national guidance and is enriched by an extensive range of trips out of school. Children have visited parks, woods, the river, the shops, the Natural History Museum, the cinema, a discovery centre, Legoland, churches, a farm and an activity centre. They have been horse riding, they go swimming and they have been on a road safety walk. Children's personal, social and emotional development, in particular, is fostered by the school welcoming a large number of visitors, including a musician, a policeman, firemen, an artist and a magician, amongst others. Detailed daily observations of what children can do in literacy and numeracy inform lesson planning as well as contributing to the overall assessment of children. Parents are appropriately involved in the initial assessment of their children and a very useful questionnaire has been developed as part of this process. The regular setting of homework enables parents to be involved in their children's learning and they are kept closely informed about their children's progress.

## **ENGLISH**

59. Pupils achieve very well during their time at the school. They make excellent progress in Years 1 and 2 and good progress overall in Years 3 to 6, with very good progress in some classes. Girls and boys achieve equally well and pupils with speech and language difficulties are being supported very well.
60. Results in the National tests at the end of Year 2 and the end of Year 6 are high compared with similar special schools nationally. In the recent end of Key Stage 1 tests, all pupils achieved Level 1 or above in speaking and listening, in reading and in writing. Two pupils achieved the national age related expectations for achievement of Level 2 in speaking and listening and one pupil also achieved Level 2 in reading and in writing. These are very good results, since the majority of pupils in similar schools nationally do not reach Level 1 by the end of Year 2. In tests at the end of Key Stage 2, all pupils achieved Level 2 or above, 56 per cent achieved Level 3 and 33 per cent achieved the national age related expectation for mainstream schools of Level 4. Teacher assessments for 2002 suggest test results are still likely to be well above those nationally for similar schools.
61. National test results in English are not as high as those in mathematics and science, but this reflects pupils' lower prior attainment in English on entry to the school. The school's tracking of their progress shows that they achieve at a similar very good rate in English as they do in mathematics.
62. By the end of Year 2, pupils listen carefully and respond appropriately to what the other person is saying. They are mostly confident speakers who are able to explain their ideas and express their opinions. Those pupils who have speech and language difficulties are making excellent progress in their ability to communicate clearly. Two higher attaining pupils were articulate in speaking at length about their views of the school. They were able to describe their experiences, they responded very well to specific questions and used standard English throughout. Higher attaining

pupils structure their writing clearly. They can write a letter with a logical sequence of ideas and set it out correctly, and record information in lists that can be understood easily. They use capital letters and full stops appropriately and show an emerging awareness of other aspects of punctuation, such as apostrophes.

63. Their handwriting is evenly formed and they are able to write with reasonable speed, spelling most words correctly, so that simple words are either spelt accurately or their spelling is phonetically plausible. The most able pupil has begun to experiment with joining his letters. Higher attaining pupils read simple texts fluently and have developed skills for tackling unfamiliar words. Average attaining pupils read and spell single syllable words, write neatly and their letters are correctly formed. They are able to sequence their ideas and use full stops and capital letters correctly when writing captions beneath the pictures they have drawn. Recently, when writing a letter, they were able to write correctly in the past tense and they expressed their ideas clearly. In their study of islands in geography, pupils in Year 2 have produced extended written accounts of life in the Shetlands and their final word-processed pieces include use of paragraphs. Lower attaining pupils are able to sequence pictures, can spell and read several simple words and identify rhyming words. They write short sentences to accompany their drawings and form their letters reasonably clearly, but they do not always space their words consistently. All pupils answer questions about books that are read to them and express opinions about major events or ideas in stories, poems and non-fiction.
64. By the end of Year 6, pupils speak and listen with confidence in a range of contexts. Their talk is adapted to the purpose; they make contributions and ask questions that are responsive to others' views and ideas. These skills are evident in the interviews pupils have begun to conduct, such as that with a police officer, as part of the school's programme of careers guidance. They were also evident during the inspection, when individual pupils were able to talk at length, expressing their opinions and listening carefully to the other person. In Years 3 to 6, pupils' attainment in reading is generally in advance of their writing, although the ability to read text aloud is more developed than pupils' comprehension of text. By the end of Year 6, pupils read with reasonable fluency; lower attaining pupils sometimes hesitate at some unfamiliar words but work them out successfully with only occasional prompting. Higher attaining pupils show an understanding of significant ideas, themes and events in what they have read and are able to select essential points from a text and include these in their writing. All pupils are developing the ability to locate and use information and have selected and presented facts clearly in their work in history on Guy Fawkes.
65. Writing spans a range of attainment but all pupils by the end of Year 6 are working at Level 3 or above, so they are not far below pupils in mainstream schools. Higher attaining pupils choose vocabulary and grammatical structures with care and some imagination. Their writing is engaging; for example, in a piece of persuasive writing about the local area, a pupil writes, 'Why don't you go to the River Thames this weekend? It's just a five minute walk from the railway station'. Another writes, 'The kestrel hovers over a mouse but the little animal escapes'. Although other pupils are more limited in their expression, all are able to adopt various registers and to write impersonally. Higher and average attaining pupils have written movingly about war, one pupil concluding his poem with, 'blinding bright lights in the sky, pounding hearts, breaking bones, with death in their hands'. Most pupils are secure in the use of capital letters and full stops; several make use of commas, questions marks and exclamation marks. Writing in the rough books of many pupils shows, however, that they struggle to record their ideas quickly and this clearly works against them in timed test conditions. About a third of pupils join their letters with reasonable fluency; others print quite evenly.
66. Teaching is very good overall. It is excellent in Years 1 and 2 and ranges from satisfactory to very good in Years 3 to 6. In the class for pupils in Years 1 and 2, the teacher has high expectations and work is matched very carefully to the individual needs and prior attainment of the pupils. Probing questions push pupils to engage deeply; when reading the book *The Lighthousekeeper's Lunch*, the teacher asked very challenging questions about the setting and about the probable feelings of the characters. Expectations were equally high with regard to language; when the word 'industrious' came up in the text, the teacher said, 'Mm, that's a big word; who can remember what we said that word meant?' As a result, pupils are making excellent progress in learning about

books, including their settings and characters and are able to answer questions that show detailed comprehension that is far beyond the ability to recall the story. Every minute is used productively and the teacher manages pupils' behaviour with quiet authority and apparent ease. Assessment is detailed and information about pupils' prior attainment is used continuously in planning lessons. Pupils' work is carefully annotated; marking is very encouraging, with highly effective use of the school's rewards system. All pupils are challenged to do their very best and every opportunity is taken to extend the higher attaining pupils and to support those who need most help. The most able pupil is often given writing tasks, such as recording ideas in class discussions, to develop his skills; new technology is used very effectively to extend pupils' learning and to help those with speech and language difficulties to express themselves.

67. Teachers in Years 3 to 6 have good subject knowledge, particularly in relation to speaking and listening, to reading and the teaching of basic literacy skills. As a result, all pupils reach a level of competence in expressing themselves, in reading and literacy that is sufficient to support their progress effectively across the curriculum. They enjoy discussions and are keen to answer questions. They apply themselves well to reading and enjoy books. Many take great care in their writing and the best pieces of work, for example, a comparison of Victorian school days with modern schooling shows an ability to marshal an argument and to work together productively and results in beautifully presented work.
68. Where teaching is at its best, as in a very good lesson with excellent features in Year 4, teachers use a range of strategies to improve the quality of pupils' creative writing. In this particular lesson, the teacher revised pupils' knowledge of similes before introducing them to onomatopoeia as a means of improving their descriptions in their 'creepy stories'. Although pupils' attainment varied somewhat, all were using what they had been taught and were making very good progress in their writing. A higher attaining pupil was fine-tuning his descriptions and had used similes very effectively to produce a carefully modulated piece of writing: 'The door of the house stood open like a piece of wasted wood, old and rusty. As dark as night. As silent as a class in trouble. The boy was trapped like a boy in a cage...'
69. Where teaching in Years 3 to 6 is good, planning is clear and teachers respond calmly and consistently. Their teaching is purposeful and they share objectives with the class, generally realising their objectives in the course of the lesson. Behaviour is managed well. Whilst teachers in the good lessons are less successful in establishing clear boundaries than in the very best lessons, they manage any inappropriate behaviour effectively through the system of pupils having a few minutes 'time out' before returning to the class. As a result, pupils learn well and any who go out for a short time quickly settle to work on their return. Where teaching is good rather than very good, pupils' sustained concentration is dependent on a high level of adult input. In these lessons, teachers make use of methods that motivate pupils, for example, by using a game to consolidate pupils' knowledge of the apostrophe of possession in Year 5. They also match work carefully to a range of needs and prior attainment in the class, making very good use of support assistants. Where teaching is satisfactory, tasks and methods are satisfactorily matched to pupils' learning needs and planning is good. Individual pupils are supported appropriately, but there are shortcomings in the management of pupils' behaviour and explanations and expectations – for instance, in relation to the quality of writing – are not as clear as they should be. As a result, pupils' learning and progress are no better than satisfactory. All teachers make very good use of drafting and re-drafting to support the development of writing, and they make good use of ICT.
70. English is very well co-ordinated by the senior teacher, who has a high level of awareness of what more needs to be done to develop the subject further. She undertakes considerable data analysis, monitors other teachers' planning and assessment and supports them closely. Curriculum planning for English is good and the school has made very good use of the National Literacy Strategy, adapting it where necessary to meet pupils' needs. Literacy is supported well across the curriculum and there are regular support sessions to develop pupils' reading skills. There are some very good opportunities for extended writing in geography, history and science; this helps to develop pupils' ability to write for a range of purposes. Nevertheless, the co-ordinator rightly recognises the need to develop further approaches to writing in order to raise standards and has identified the need for some additional staff training in the teaching of writing. Thorough systems

ensure that assessment informs planning and enable staff to track pupils' progress. Further work could now be done to identify the exact point at which a pupil is ready to move to the next stage in the development of their writing skills and pupils need practice in writing under the pressure of test conditions. There are some very good opportunities for pupils to broaden their awareness through visits and through interacting with visitors to the school. The strengths identified at the time of the last inspection have been sustained and built upon and there is a strong commitment to further improvement.

## **MATHEMATICS**

71. Pupils make very good progress as a result of high quality teaching.
72. Standards in mathematics are below national age related expectations by the end of Year 2 and by the end of Year 6. Results in the national tests for seven-year olds in 2001 were below national averages, but in line with those attained by pupils in similar schools. Inspection evidence shows that current standards are now higher, but still below the national average. Results in the tests for 11-year-olds have improved in recent years. In 2001, they were below national averages overall, but better than the standards reached by pupils in similar schools. The school's forecast and inspection evidence indicate that pupils in Year 6 are likely to attain similar results in the 2002 tests.
73. By the end of Year 2, pupils add and subtract numbers up to 100, although none do so accurately all of the time. Many pupils find subtraction particularly difficult. Higher-attaining pupils are beginning to explore quick ways of adding, such as adding 11 by adding 10 and adjusting the answer. Pupils use their number skills in shopping activities and some use decimals to write total amounts such as £1.60. Pupils are beginning to learn the two-, five- and ten-times tables. However, few understand how to use table facts to divide. Most pupils recognise and describe common two-dimensional shapes, although only a very small number have sufficient skills to enable them to explain, for instance, why a square is different from a rectangle. All pupils measure familiar objects in centimetres, but some lower-attaining pupils need help to accomplish this correctly.
74. By the end of Year 6, pupils calculate with numbers up to 1000 or so, but only a small number do so without error. A few pupils explain well their own calculating methods. Pupils explore the relationship between fractions, decimals and percentages. In one lesson observed, they calculated prices that had been reduced by 10 or 20 per cent. Although they used calculators, few completed this work successfully. Pupils describe two- and three-dimensional shapes using mathematical vocabulary accurately and this is appropriate for their age. They use angle vocabulary such as 'acute' and 'obtuse' and, when asked to draw and measure an angle, most knew how to use a protractor correctly.
75. The quality of teaching and learning in mathematics is very good.
76. Consistent teaching strengths across the school are:
  - relationships with pupils are very good and as a consequence they have positive attitudes to learning in mathematics lessons;
  - the very good planning to ensure that all pupils are included in lessons;
  - teachers and support staff all work very hard to integrate newcomers; and
  - good knowledge of the National Numeracy Strategy and how to teach it. Whole class sessions at the beginning of each lesson are generally lively and because teachers question pupils well, they are able to demonstrate well what they know, understand and can do.
77. The National Numeracy Strategy is firmly established and because teachers teach it well standards are rising. However, developments in assessment procedures still have some way to go. Annual tests enable teachers to identify pupils who need additional support and to set group targets for improvement. This is satisfactory, but there is not yet a consistent approach to assessing pupils' progress throughout the year and consequently it is hard for teachers to adjust

planning effectively in the light of experience. The co-ordinator is well supported by the school's senior management and opportunities to monitor and support colleagues' work are growing. Learning resources are good, especially the equipment bought to support the introduction of the National Numeracy Strategy.

78. The school has made good improvements since the last inspection – notably in raising pupils' standards, improving the quality of teaching and in the implementation of the National Numeracy Strategy. The co-ordinator of the subject is good and she is well aware of assessment improvements that are still needed. The school is well placed to move forward.

## SCIENCE

79. The school's provision for science is good. Pupils' achievements are very good.
80. By the end of Year 2 pupils have a clear understanding of light and dark and how the movement of the planets affects this, which also links well to their work in geography. There is evidence in their work that they develop written skills in predicting and recording their experiments and they have a good understanding of what constitutes a fair test. For example, in their experiments with forces they test toy cars on to see which will allow the best movement over different surfaces. Lower achieving pupils record their work by drawing, writing simple sentences or word insertions into a prompt sheet. However, higher achieving pupils begin to use a good level of scientific vocabulary, with phrases like, 'friction is stronger when'. They discover how the human ear works, which they link to listening and sound and they develop an awareness of healthy diets and lifestyles, which also promotes their personal development.
81. By the end of Year 6 pupils` develop their scientific skills by investigating living things. For example they examine animal habitats and food chains. They identify between vertebrate and invertebrate animals and quote examples of these using the correct terminology. They can recognise and classify a range of materials and their properties and understand how some of these may be irreversibly altered. Other pupils build on their earlier learning by engaging enthusiastically in challenging question and answer sessions and practical investigations. They make logical and often accurate predictions. For example, they can draw and annotate a cactus, estimating its water content and they carefully record their examination of a cross section of the plant. By Year 6 they begin to examine electrical circuits and are delighted to explain how they made a pressure pad burglar alarm.
82. The quality of teaching and learning is good overall. It ranges from satisfactory to excellent and there is no unsatisfactory teaching. Lessons are well planned and prepared so that no time is wasted. Expectations are clearly outlined and there is a good level of appropriate challenge, which caters for the needs and abilities of all pupils. In the best lessons, the teachers' imaginative and fun approach motivates the pupils with a genuine desire to learn. For example, in one lesson on the human skeleton, the pupils worked very well in pairs to draw around their bodies and mark in the bones they knew they had. This was excellent in reinforcing their preliminary oral work and emphasised the relevance of science to life. It also strongly supported the pupils' personal, social and spiritual development, particularly when one pupil was amazed to learn that teeth were not bones and that the human body had over 200 bones. Classroom assistants provide valuable support and the whole class work as a team to such an extent that no one wants the lesson to end. In less motivating lessons, classroom assistants provide very little support, which undermines the teacher's behaviour management. Nevertheless, structured planning and preparation ensures that the lesson aims are met and the pupils enjoy their work.
83. In all lessons there is good attention to developing the pupils' basic literacy and numeracy skills. Teachers keep efficient records and the pupils are encouraged to evaluate what they have learned at the end of each session by using the school's very effective system of self-assessment by pupils. Homework is set as an extension to or preparation for classroom lessons.
84. The management of science is good. Departmental planning and documentation are well organised and linked to the school improvement plan. Schemes of work follow the National Curriculum

guidelines and are clear and unambiguous, which is helpful for non-specialist staff. The school is also fortunate in having two specialist science teachers. Assessment has significantly improved and is used very well to inform the curriculum. For example, when assessment revealed that pupils did less well in investigative science, the curriculum was revisited to address the issue, which is now resolved. Although staff shortages restrict the observation of the teaching of science, the co-ordinator monitors lesson planning and regularly samples the pupils' work, grading it against the attainment levels of the National Curriculum. The accommodation is good, as are resources, although there is insufficient use of computers to support and develop science. Consideration for the pupils' health and safety is satisfactory.

85. Since the previous inspection there have been good improvements in science. The quality of teaching has improved, as has the pupils' standard of achievement. The subject is now monitored and there are good assessment procedures in place. Science fully meets statutory requirements.

## ART AND DESIGN

86. Pupils make good progress and their attainment is close to national expectations by the end of Years 2 and 6. Standards have been sustained since the last inspection.
87. By the end of Year 2, pupils illustrate their own writing with drawings and paint characters in stories that have been read to the class. They have produced drawings that represent a route map in their study of the Shetlands, showing the houses an inhabitant would pass as she made her way along the main road. In pottery, they have made pinch pots and during the inspection, they made a tile that was decorated with a fish motif. Year 2 pupils achieved some pleasing textures in the clay by imprinting into it with various tools and adding details by attaching rolls of clay to represent seaweed. Higher attaining pupils were able to use the tools imaginatively. Lower attainers needed a lot of adult help. All pupils learned about the properties of clay and began to learn some of the skills needed when joining details using slip and cross-hatching.
88. By the end of Year 6, pupils draw accurately from secondary sources. They have a good understanding of variations in tone and the best work makes sensitive use of line. Pupils in Year 4 have produced portrait drawings which show a good early understanding of proportion and include expressive features. Pupils in Year 5 have explored the work of other artists and written about their lives and artistic techniques. Their imaginative 'mood' pictures and mixed media images show an ability to select, make choices and express themselves through art and design. The photographs some pupils have taken on 'a sense of place' show very skilled composition for pupils of their age. They have produced effective ceramic tiles and made very good use of the Internet to research the work of other artists. Pupils also use computer graphics programs to manipulate images and create patterns.
89. Work on display shows that teaching and learning are good in Years 1 and 2 and in Years 3 to 6. Teachers make very good use of art and design as a vehicle for the teaching of other subjects, as well as teaching the skills, knowledge and understanding of art and design itself. For example, pupils have produced paper mosaics and model shields in their study of the Romans and very effective ink wash pictures to illustrate *The Silver Sword*. The best work provides pupils with opportunities to make choices and express their own feelings and ideas. It also teaches them a range of practical skills and includes references to other artists' work which go on to stimulate pupils' own creativity.
90. In Years 1 and 2, a visiting ceramicist who supports pupils learning across the whole school worked alongside a teacher and support staff. There were good elements to the lesson, including some variation in the task according to pupils' age and a clear introduction. The task was well suited to the older pupils, but it soon became overly directed by adults and did not match the younger pupils' learning needs. Children and pupils in the Year 1 class group needed a task that allowed them greater scope to explore the clay and to experiment in making things with it. They showed greatest enthusiasm when they had completed their fish on the tile and were able to roll the clay to produce seaweed. At that point, they took greater control of the activity. Pupils in Year 2 made good progress and produced some pleasing work.



91. Art and design is well co-ordinated and the subject co-ordinator has a clear understanding of how provision could be further improved. She has rightly identified the need for pupils to make decisions for themselves. There are insufficient opportunities to work with a range of materials in a more experimental way. Curriculum planning is good. Assessment is thorough and pupils' attainment is regularly recorded. Pupils are involved in evaluating how well they have achieved in relation to identified criteria. The school is well resourced for art and design and accommodation very good; it includes a kiln and facilities to work to a large scale. The celebration of pupils' achievement in art and design through attractive displays of their work contributes to the very positive atmosphere around the school. Stimulating displays around the school and in classrooms foster pupils' visual discernment.

## **DESIGN AND TECHNOLOGY**

92. Pupils make good progress. Attainment is in line with national expectations by the end of Year 2 and a little below by the end of Year 6, with better standards in making than in designing. Progress since the last inspection is good.
93. By the end of Year 2, pupils can cut and stick materials together effectively, for example, making Ugly Sister puppets out of paper and card and joining materials to make their carriage. They make models in three dimensions from junk materials, for instance, a boy chose to make a lighthouse and then expressed his desire to make a circuit so that it could light up. With help, he was able to realise his intention. Pupils are currently working on a project concerned with vehicles. They have collected pictures of vehicles, made them from construction toys and drawn them. Pupils in Year 2 have examined cars in the school car park, considered different types of vehicles and drawn parts of the vehicles.
94. By the end of Year 6, pupils produce method sheets in food technology, which show a clear sequence for making up a recipe. Their ideas are presented clearly and logically. Their method is illustrated very well; their literacy skills and artistic skills both support learning. Following a visit to a local chair museum, pupils have made model chairs from rolled up paper and fabric and smaller chairs out of balsa wood. These show that they have investigated and researched the topic at first hand and been able to plan their making to achieve some quite complex constructions. Many of the models are very effective, including accurate detail and revealing good problem solving skills. Pupils in Year 5 planned the making of their model slippers and decided on what materials to use. They produced simple drawings from different angles and a making list. In evaluating their slippers, they were able to say what they liked about them and identify how to improve them. Whilst most pupils are working a bit below national expectations, the chess set and board produced by pupils in Year 4 show high order technical skills.
95. Teaching and learning are good. In Years 1 and 2, investigation, designing and evaluating are supported very well through the provision of a structured workbook. Similarly, in Years 3 to 6, teachers plan well and structure projects so that pupils gain a clear understanding of the total design process. In lessons observed, teaching was generally good. In a Year 3/4 lesson, the teacher provided very clear instructions and pupils were split into two ability groupings to discuss and share their ideas. The teacher clearly had good subject knowledge. In a lesson in Year 4, teaching was very well organised and pupils worked in an atmosphere of trust and respect. As a result, pupils reading shared the resources and supported each other. All pupils were able to describe what they were doing, for example, explaining that they preferred backstitch to running stitches, because 'it's more secure in holding the material together'.
96. Co-ordination of the subject is good, with very good potential for further development. A new co-ordinator is tackling the task energetically and shows a very good awareness of what needs to be done to improve provision. She monitors teachers' planning and assessment and observes others' teaching informally. It is intended that she will begin formal lesson observation at the beginning of next term. She provides detailed support to other staff and has already been active in building up resources closely linked to the scheme of work. The school has adapted national guidance to the needs of the pupils, to arrive at an approach that works well and can be integrated with topic work. Projects are very well thought out. For example, habitats work in science has been used very well as a vehicle for design and technology. In a project on moving pictures within this theme, pupils

have explored mechanisms and clearly become very involved in their work. Assessment is regular and thorough, including pupils in self-evaluation. Very good use is made of assessment information. The co-ordinator has rightly recognised the need to increase teachers' skills in some aspects of the subject, particularly to support the teaching of control and electronics. She has also identified the need to develop visual resources to support individual projects.

## **GEOGRAPHY**

97. The school's provision for geography is good.
98. Although the standard of work among pupils is just below the national age related expectations for their age, they make good gains in their knowledge and understanding of geographical concepts.
99. By the end of Year 2 they look at their local environment by conducting traffic surveys and recording their findings as bar graphs, which encourages their numeracy skills. They draw simple line maps of interconnecting streets, which introduces them to mapping skills. Higher achieving pupils add detail to their maps, such as annotation and local shops and houses. They learn about the wider world through the travels of Bertie Bear, tracking his progress on a large wall map. Their literacy skills are further encouraged as they write questions to ask Bertie, such as 'How did you get to Cuba?' and 'Was it hot or cold?' They begin to compare rural and town lives and land usage. They make good progress. Pupils aged eight to 10 make good gains in building on their earlier learning. They measure and record wind speed and begin to look at weather patterns and land changes caused by natural elements such as erosion and weathering. They trace the voyages of early explorers, which develops their understanding of world geography as well as linking to historic events and ancient maps. Their knowledge of the world is further encouraged by the imaginative use of a large wall map to show the home countries of World Cup football teams. By the end of Year 6, they make good progress.
100. The teaching of geography to pupils in Years 1 and 2 was not seen and judgements are based upon the good level of achievement in their workbooks and wall displays. These indicate that the standard of teaching and learning is at least good, being well planned for continuity and progression. Only one lesson was observed in the junior department and this was excellent. Year 5 pupils engaged with genuine enthusiasm in an investigation into how erosion occurs. They volunteered vocabulary such as permeable and impermeable rocks and clearly understood why some soils and rocks moved and others did not. The teacher's imaginative and very well prepared practical demonstration gave pupils an insight into exactly how erosion occurred. By extending this and adding other elements to the soils and rocks, pupils were able to make comparisons and this greatly enhanced and reinforced their learning and understanding as well as capturing and retaining their interest and concentration.
101. In all years, literacy and numeracy skills are well promoted through vocabulary development and attention to written work. Marking is consistent and teachers keep good records of the pupils' achievements and there is evidence in the pupils' work to suggest that they evaluate their own work through the school's traffic-light system.
102. There is now a subject co-ordinator for geography and subject documentation is well planned and in line with the National Curriculum. The use of ICT is embedded within the schemes of work and computers are used well to support learning. Assessment procedures are ongoing on a daily basis, with work sampling of pupils' work regularly tracking their progress against National Curriculum levels of attainment. This is a good improvement since the last inspection. The accommodation is good and there are adequate resources to meet the needs of the curriculum. The latter is further enhanced through geographical field trips and residential visits and there are good links with other curriculum subjects.
103. Geography is taught throughout the school and now meets statutory requirements.

## **HISTORY**

104. The school's provision for history is good.
105. It was not possible to observe history lessons during this inspection. Judgements are based on a range of evidence of the pupils' work and on the teachers' lesson planning and records. In all years the pupils make good progress.

106. By the end of Year 2 the pupils have developed a sense of the passing of time through their own birthdays and by examining photographs depicting birth to old age, which they make into a time line. They complete topics on pre-history and the age of dinosaurs and they develop an awareness of ancient civilisations through their studies of invaders and settlers and the Romans. They compare old and new toys such as cars, trains and soft toys, expressing their views and preferences in simple written sentences. They know the difference between BC and AD dates and have developed a time line from ancient to modern times. By the end of Year 6 they have a good range of historical knowledge. For example, they know about aspects of Tudor life and link this to English through the works of William Shakespeare and to art and design through the works of Holbein, which strongly supports their understanding of British culture. They examine fashion and leisure during the Victorian era and photographic evidence shows some effective role-play exercises as they dress up in Victorian styles, which reinforces the differences between then and now. Year 6 pupils begin to look at wartime and modern Britain and, with the Queen's Golden Jubilee celebrations; there is an excellent family tree and time line depicting the development of the royal family and the major events of her reign.
107. The quality of teaching and learning is good. This judgement is based on the quality of the teachers' lesson planning, which closely matches the evidence in the pupils' work. This indicates good organisation and the effective use of resources such as videos, visits to museums and historical sites. Work is consistently marked with positive and encouraging comments and the teachers keep good records both through the schools' assessment system and through photographs and work samples. Throughout the school, very attractive displays of the pupils work give value to the pupils' achievements in history, which promotes their self-esteem.
108. Since the previous inspection, a hardworking and committed co-ordinator has been appointed. There is now a policy and schemes of work are in line with the National Curriculum guidelines. The issues surrounding assessment have been addressed. The subject has made good improvements and now meets statutory requirements.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. The schools provision for ICT is satisfactory.
110. The majority of Year 2 pupils do not yet reach the standard expected nationally for their age group. By the end of Year 6, standards are improving but overall below national age related expectations. However, pupils make consistently good progress. Standards have improved since the last inspection and in many ways the subject has been enhanced and developed, so progress since the last inspection is good.
111. By the end of Year 2, pupils name items of computer equipment, such as the mouse, keyboard and printer. Most use a keyboard to type simple text, producing short sentences. They place gaps between words, using the space bar and many introduce capital letters and full stops into their writing. Using a paint program, pupils are learning to produce images for greetings cards. Most pupils know how to access the menu to print their finished work. Pupils have good opportunities to give instructions to a floor turtle to produce movements over varying distances.
112. By the end of Year 6, most pupils have good skills in word processing. They change the font, colour and size of their work and move portions of text from one place to another. A few newer arrivals, however, still lack confidence and independence in carrying out changes to the presentation of text. Most pupils use the mouse accurately to merge pictures into their text. Pupils have good experience of spreadsheets. They have produced illustrated verses relating to some poetry they studied. Most pupils are independent in printing the work they have produced. Pupils continue to have good experience in using both a programmable robot toy, either to follow a set course or to produce their own patterns. They use simulations and are familiar with locating information on CD ROMs and the Internet. Some pupils can access the Internet, as well as a range of computer programs, to gain information for subjects such as history.

113. The overall quality of teaching and learning is good at both key stages. Teachers are generally keen and enthusiastic and communicate this to pupils. Staff are well advanced in their own computer training. Through careful preparation of lessons and ongoing training, teachers are providing pupils with good learning experiences. They provide clear and careful instruction on how to use equipment and computer programs. As a result of these aspects of teaching, all pupils make good gains in their knowledge and understanding.
114. Where teaching is good, the teacher has very secure subject knowledge. The pace of the lesson is very brisk and keeps pupils involved and concentrating. Expectations of pupils are high and they make good progress as a result. However, in weaker lessons pupils fail to follow what is done on their screens as they are too noisy and unsettled to follow what the teacher is saying. Instructions in these circumstances are not always clear enough for pupils to fully understand what they are to do. In the best lessons they listen carefully and, even though a number lack confidence, settle well to all tasks. All teachers provide help and advice throughout lessons as pupils work on practical activities.
115. Resources for ICT have improved since the last inspection. The school has introduced national guidelines into its scheme of work and these are being systematically implemented. The co-ordinator is enthusiastic and knowledgeable. She supports her colleagues informally as well as holding training sessions for them. Teachers keep records of the assessment of pupils' skills and this information is used to provide support for individuals when required. Through the work in word-processing, the subject is beginning to make a limited contribution to the development of pupils' literacy skills. The collection of data and its presentation, for example, in the form of graphs, is having only a limited effect on the development of numeracy skills. Overall, computing is not fully exploited across some curriculum areas. Nevertheless many pupils find the use of computers exciting and the excitement generated, such as when adding sounds to text, helps enhance pupils' enthusiasm to learn.

## **MUSIC**

116. The school's provision for music is satisfactory.
117. It was only possible to observe two lessons during the inspection. Therefore, judgements are based on a range of evidence of the pupils' work and on the teachers' lesson planning and records. In all years the pupils make satisfactory progress.
118. In all years, the pupils make satisfactory and sometimes good progress. They show a developing sense of rhythm and clap in time and hold a beat throughout short pieces of music or song. They have an awareness of classical composers. For example, pupils in Year 2 correctly identified The Thunder and Lightning Polka and could describe how the music represented thunder. The same year have also completed topics which show a good insight into the effects music has on the emotions. For example, they paint a picture with sound, imagining and drawing the person or object conjured up in their minds by the music. They extend this work with brief sentences on why the music made them think of this. Such moments of inner reflection provide good opportunities for spiritual development. By the end of Year 6, they know a range of action songs, hymns and festive carols as well as lighter modern music, such as that from Joseph and the Amazing Technicolour Dreamcoat. Many pupils sing with the school choir and take part in a range of dramatic and musical productions which they perform for families and take out into the community. They compose short musical phrases using computer software or colour coded scales and older pupils in Years 5 and 6 begin to recognise notes by their correct letters without the aid of colour.
119. The quality of teaching and learning is good. Lessons are well balanced and structured to include basic warm-up exercises. For example, to get in the mood for singing, Year 5 pupils can chant a rap song, repeating the words after their teacher and keeping the beat with their fingers on the tabletop. This encourages them to relax before moving on to more demanding exercises and action songs, which sometimes include dance sequences. Teachers keep effective records through photographs, videos and tape recordings. Additionally, there is evidence in the pupils' work

of their written compositions and these are consistently marked and annotated with teachers' comments.

120. The music co-ordinator has a good background in music, dance and drama and is committed and enthusiastic about the subject. Subject documentation is now satisfactory and the issues raised in the previous report have been resolved. Opportunities for the pupils to listen to and appreciate music are planned through other lessons and school assemblies, although there are no off-site visits linked to music. School resources are good with good storage space, which ensures that instruments are kept safe. There are good links with parents and with the local community through musical and dramatic work and the co-ordinator is currently working towards encouraging music specialists to visit the school.
121. At the time of the last inspection there was insufficient evidence for judgements to be made on music and there was no subject documentation. This is not now the case and music is well planned and documented and is taught to all years on a termly rotation. This represents good improvement.

## **PHYSICAL EDUCATION**

122. The schools provision for physical education is satisfactory.
123. Pupils' attainment at the end of both Year 2 and Year 6 is as expected nationally for their age. By the end of Year 2 pupils carry out a series of instructions to move in a variety of ways, changing direction and they make good use of the space available. Pupils receive and send a ball in a variety of ways. They throw, catch, roll, dribble and strike. They devise invasion games and employ good defensive and attacking tactics.
124. By the end of Year 6, pupils understand the basic rules of several games such as football, cricket and rugby and have taken part in athletics. They move appropriately to music and sequence movements working in pairs and groups. They combine their individual group efforts effectively with a clear beginning, middle and end, creating a good dramatic effect. During dance lessons, pupils displayed very good body shape, poise and spatial awareness. Pupils sustain physical activity for a reasonable length of time and are aware of the effects of exercise on their bodies and the benefits to their health and fitness. Teachers give due regard to safety issues.
125. Standards in swimming are in line with national expectations by the end of Year 6. All classes swim for one term a year. The co-ordinator keeps records of the pupils' attainment, which show that they are on target to reach the required standard. All pupils benefit from horse riding tuition and stable management on a regular basis. Pupils' attainment is also improved through extra-curricular activities such as football.
126. The quality of teaching is satisfactory and as a result pupils achieve well. Teachers have high expectations and pupils respond appropriately. They have sound knowledge and understanding of the subject and they demonstrate the skills to be learnt very well, maintaining a brisk pace to keep their pupils interested in the activities. Appropriate resources are prepared in advance, which increases the time available for physical activity. Teachers give clear guidance to pupils to improve their skills and they respond positively when extra challenges are set. For example, in a Year 4 dance lesson, after working in pairs, pupils were asked to work in fours and develop a sequence of mirroring others' movements. They enjoyed the lesson and worked hard to refine their sequences. Pupils look forward to lessons and they concentrate and persevere to improve their skills.
127. All teachers wear appropriate footwear and ensure that pupils are properly warmed up before starting and cooled down at the finish. Pupils are given opportunities to observe their peers' work and suggest ways of improving performance. They make very good progress from year to year that is in evidence in their skills in dance, athletics and games. Teachers make good links with other subjects such as English, science, music and art and design.

## RELIGIOUS EDUCATION

128. Standards in religious education meet the expectations of the locally Agreed Syllabus. This is a significant improvement since the last inspection.
129. By the end of Year 2, pupils are becoming more aware of world religions, with particular reference to Christianity, Islam and Judaism. They have a satisfactory understanding of special books, such as the Bible, the Torah and the Qur'an. Pupils understand the significance of festivals and learn about Divali, Hannukah and Christmas. They learn that there are different traditions connected with each festival. Pupils also learn about significant people in Christianity, including the work of Mother Teresa of Calcutta. Oral sessions in religious education lessons are particularly effective in promoting knowledge and also providing opportunities for pupils from different faiths to express their views.
130. By the end of Year 6, pupils have increased their knowledge and understanding of the Christian, Jewish and Islamic faiths and added some aspects of Hinduism, Sikhism and Buddhism. In lessons on Christianity pupils have studied some of the parables of Jesus. They explore effectively the hidden meaning in the parable of the Good Samaritan. Pupils recognise the importance of the Passover meal celebrated in Judaism. They learn by illustration signs and symbols that are used in Judaism. They identify the Torah scroll, the yad (the pointer when reading the scroll) and the Mezuzah (the badge of the Jewish home). Pupils have also written their names appropriately in Hebrew script to practise the written language of the Torah. Through the study of Islam, pupils have written prayers and researched the 'Five Pillars of Wisdom'. The importance of Ramadan has been discussed well and pupils know the significance of fasting before the festival of Eid. Some aspects of the life of the Buddha have been studied and the Noble Truths have been discussed. By the end of Year 6, pupils are gaining more knowledge and understanding of the principal religions in our society today.
131. The overall quality of teaching and learning is satisfactory and has been maintained since the last inspection. Artefacts and resources are generally used well and contribute to pupils' learning. Teachers use a variety of methods to achieve the clearly-stated learning objectives. They use good questioning skills, which encourage pupils to think and deepen their understanding. As a result, pupils share their knowledge and experiences. They are presented with a good range of learning opportunities, which provide knowledge of and insight into values and beliefs and a spiritual awareness. Religious education contributes positively to pupils' spiritual, moral, social and cultural development.
132. Curriculum planning clearly identifies which aspects will be taught to which year group and shows learning outcomes related to the locally Agreed Syllabus. The school's current long-term planning is being developed and provides support for teachers when they are planning work. The strengths in the subject are the quality of the resources and the display work around the school. A weakness in the subject is that most lessons are centred on learning 'about religion', with less emphasis on learning 'from religion'.
133. The co-ordinator is knowledgeable and has given religious education a much higher profile since the last inspection.
134. Resources are good and all major religions are represented by a good range of artefacts. Display work is good and enriches pupils' experiences and understanding.