

## INSPECTION REPORT

**EMMANUEL CHURCH OF ENGLAND PRIMARY SCHOOL**

West Hampstead

LEA area: Camden

Unique reference number: 100030

Headteacher: Mrs Sheila McCalla-Gordon

Reporting inspector: John Ayerst  
3832

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> November 2002

Inspection number: 246031

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	101 Mill Lane West Hampstead London
Postcode:	NW6 1NA
Telephone number:	020 7435 2971
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Appropriate authority:	Governing Body
Name of chair of governors:	The Rev. Dr. Peter J. Galloway
Date of previous inspection:	3 <sup>rd</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3832	John Ayerst	Registered inspector	English  Art and design  Music  Educational inclusion	The characteristics of the school  The school's results and pupils' achievements  How well pupils are taught  Leadership and management of the school  What the school should do to improve further
1165	Peter Dannheisser	Lay inspector		The school's care for its pupils  The school's partnerships with parents
1963	Sibani Raychaudhuri	Team inspector	Mathematics  Information and communication technology  Design and technology  English as an additional language	Pupils' attitudes, values and personal development  Curricular and other opportunities offered to pupils
24342	Denise Franklin	Team inspector	Children in the Foundation Stage  Science  Geography  History  Physical education  Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Emmanuel C of E Primary School is smaller than average with some 105 boys and girls of 4 – 11 years of age. Most of the pupils come from the surrounding area, which is an urban area of North London. The area is one of social advantage, but not all of the pupils come from families that share that advantage and the percentage of pupils eligible for free school meals (33.3%) is above average. There is a higher than average number of minority ethnic families. The proportion of pupils who speak English as an additional language is high (19.3%). The percentage of pupils identified as having special educational needs (43.8%) is well above average, but the number of those with a statement of special educational need (1.0%), is below average. It should be noted, however, that with such comparatively small numbers these proportions can change quickly. Several pupils have moderate or severe learning difficulties, and some have emotional or behavioural difficulties. A minority need support with speech and communication problems. Taken together, pupils' attainment on entry is below average.

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

The school is very effective. Under the very good and enthusiastic leadership of the headteacher the school is improving considerably in all aspects of its work. The very good results in the 2002 national tests for Year 6 pupils are a mark of this improvement. The school makes very good provision for its pupils across a wide range of attainment and is highly effective in promoting an inclusive society for all of its diverse races. The headteacher and the teaching staff have been particularly successful in raising the quality of teaching through excellent monitoring systems, and this is having a major impact on pupils' very good achievement. The school provides very good value for money.

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

- Attainment is well above average and pupils achieve very well in English, mathematics and science by the end of Year 6.
- Teaching and learning are very good in the Reception Year and Years 3 to 6, and are never less than satisfactory; pupils' achievement is very good overall as a result.
- As a result of the very good provision for their personal development Pupils' attitudes to learning, their personal development and relationships throughout the school are very good.
- Assessment and the monitoring of pupils' achievements are very good, and have led to a high quality taught curriculum.
- Leadership and management by the headteacher and key staff are very good and the procedures for identifying priorities for development and taking appropriate action are excellent.
- Provision for pupils with special educational needs is of a very high quality and the pupils make very good progress.

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

- Not all teaching matches the standard of the very good teaching seen in most of the school.

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

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

The school has made very good improvement since the last inspection. All of the issues identified in the last inspection report have not only been addressed, but can now be regarded as strengths. The quality of teaching has improved. Pupils' achievements are now good in most subjects and in English, mathematics and science achievement is very good by the time pupils leave the school. Since the last inspection the leadership and half of the staff have changed and there has been a rigorous, and very successful, programme of improvement across all aspects of the school. The school's assessment and tracking procedures are now very good and the management has an excellent understanding of the schools' strengths and weaknesses and the action needed to carry improvement further.

### **STANDARDS**

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	A	A*
mathematics	A	B	A*	A*
science	A	B	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The national test results for 2002 for Year 6 pupils show that standards were high in English and very high in mathematics and science. In mathematics and science the results were in the top five per cent in comparison with all schools, and all three subjects were in the top five percent nationally in comparison with similar schools. The proportions reaching higher levels in all three subjects were above average, but they were particularly high in mathematics and very high in science. Groups are small and no one year can be judged in isolation, but last year's results are a marked improvement on previous years.

In the tests for pupils at the end of Year 2 in 2001, standards were well below average in reading, writing and mathematics. In comparison with schools with a similar economic background, standards in reading and writing were below average, and in mathematics they were well below average. In the teachers' assessments for science at Year 2, pupils' attainment was well below average. The school's records show that last year's Year 2 has a larger than usual proportion of pupils with special educational needs. At the last inspection in 1997, standards on entry were judged average. Since then standards have been mostly below average at Year 2, but against a falling attainment on entry. Standards have improved considerably at Year 6. At both ages, boys outperform girls in most years, but it is not possible to identify the reasons.

From the evidence of their current work, pupils achieve very well during the Reception Year and satisfactorily in Years 1 and 2. In Years 3 to 6 pupils' achievements are good in most subjects and very good in English, mathematics and science. This reflects the quality of teaching at each stage. Standards at the end of Year 2 are broadly average, except in science, where they are lower, and design and technology, where they are above average. At the end of Year 6, standards are well above average in English, mathematics and science; in other subjects standards are broadly average and improving, but in design and technology standards are above average.

Pupils with special educational needs make very good progress because they have very good, and well-focused, support during lessons. They make very good progress in relation to the targets on their individual education plans, which are measurable and reviewed regularly so that new targets can be set. Teachers and support staff know the pupils very well and plan work that matches their previous attainment. Pupils for whom English is an additional language are included well in all classroom activities and generally make good progress. The school has been set challenging targets, has exceeded them for the current year and is well on course to meet them next year.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils concentrate well, put much effort into their work and are keen participators.
Behaviour, in and out of classrooms	Behaviour is good. Pupils respond well to their teachers' expectations, but a minority need careful supervision.
Personal development and relationships	Very good. Pupils take their responsibilities seriously, particularly those who help younger pupils.
Attendance	Satisfactory. Attendance is improving, but there are still too many unauthorised absences by a small minority of pupils.

The very good relationships between all people in the school have a significant impact on the good achievement made by pupils. The school works in a good climate of racial harmony in which all are included. Parents appreciate the values and attitudes promoted by the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Very good

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

The quality of teaching is very good in the Reception class and satisfactory for Years 1 and 2; it is very good for Years 3 to 6 with examples of excellent teaching. Pupils' learning is similar; pupils across the ability range make very good progress in most lessons and they achieve very well over their time in school. Very good teaching was seen in English and mathematics and across a range of subjects; some excellent teaching of science was observed. Literacy and numeracy skills are taught well across the curriculum and the use of information and communication technology is integrated effectively into most subjects. Overall, the quality of teaching has improved since the last inspection.

In good and very good lessons, teachers use assessments very well to plan their lessons with clear learning aims for the different needs of pupils in the class. Pupils are challenged in their learning and teachers have high expectations of pupils of all levels of attainment. Where teaching is excellent the expectations of pupils are very demanding and they work at very high levels. In satisfactory lessons the planning is good, but the focus on the lessons' aims is not retained with full clarity as the lesson progresses. Pupils with special educational needs and those for whom English is an additional language receive similar teaching to their peers and, overall, make very good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very high quality, and there is very good provision of extra-curricular activities.
Provision for pupils with special educational needs	Pupils with special educational needs are very well provided for and they make very good progress.

Provision for pupils with English as an additional language	Good. New arrivals, in particular, are supported very well in the early stages of English acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects of pupils' personal development are supported very effectively. This is an inclusive school where pupils live together in cultural harmony. Spiritual awareness is particularly strong because teachers encourage pupils to reflect beyond the immediately apparent.
How well the school cares for its pupils	Very good standards of care. Assessment procedures are very effective and the school monitors and tracks pupils' development very thoroughly.

The school makes very good use of local opportunities such as Arts Centres and libraries to enrich the curriculum. All statutory requirements are met. The partnership with parents is good. Parents particularly value the small, family atmosphere of the school and they make a good contribution to their children's education.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide very good leadership. All staff are clear about the needs of the school and the direction to be taken. The headteacher promotes a very positive, caring family ethos within which all staff work hard to raise standards across the curriculum.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's strengths and weaknesses. They are mindful of their responsibilities and fulfil their statutory duties well.
The school's evaluation of its performance	The arrangements to monitor and evaluate the school's performance are excellent and have led to the clear and decisive action that has resulted in the recent marked improvements in provision and standards.
The strategic use of resources	Very good structures are in place to use the resources available to best effect and the use of resources is very effectively built into the planning for improvement

The school has adequate staff to teach its curriculum, and they work very well together as a team. A major building project over the last two years has led to significant improvements to the accommodation, which is satisfactory. Learning resources are good? The school applies the principles of best value well. It has good potential to improve further.

#### 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>• Pupils are being challenged to achieve well.</li> <li>• The school provides effectively for pupils of different abilities. The individual challenge is a strength of the school.</li> <li>• The small school has strong advantages.</li> <li>• Parents value the good relationships that they see in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• None raised.</li> </ul>

The inspectors agree with parents about the positive aspects that they recognise in the school.

## **PART B: COMMENTARY**

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

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

1. In most subjects pupils achieve well over their time at school, and very well in English, mathematics and science. The differences that occur from year to year in levels of attainment and in national tests taken at the end of Year 2 and Year 6 are because each year group is small, so that average scores are altered considerably by the performance of a few individuals. In addition, the school is improving its provision considerably and standards are also improving. Standards are now high in English and very high in mathematics and science at the end of Year 6, and pupils' work shows improving standards in other subjects.
2. At present, levels of attainment on entry to the Reception class are generally below average, but pupils achieve very well during their time in the Reception class in all areas of learning and they enter Year 1 with almost all having achieved the Early Learning Goals for pupils of that age. This is due to very good teaching that makes very good use of detailed assessment information to meet the needs of each and every child. The school has particularly good induction procedures that help children to begin effective learning from their first days in the school.
3. Because staff and assessment systems have changed over the last two years it is not clear, however, what levels of attainment were reached for the present Year 2 and Year 3 pupils when they entered Year 1. Even so, from the evidence of their work, pupils in Years 1 and 2 make satisfactory progress and by the end of Year 2 standards in most subjects are broadly in line with expectations except in science, where standards are lower, and in design and technology, where pupils are achieving higher standards.
4. From Years 3 to 6, in response to very good teaching, pupils' achievement in English, mathematics and science is very good and they attain standards that are well above average by the end of Year 6. Standards are also high in design and technology. They are average in most other subjects, but there is evidence that standards are improving. Overall, boys achieve higher standards than girls over the years but, in spite of the school's careful tracking and analysis of assessments, there is no firm evidence to indicate the reasons for this.
5. Across the curriculum in general, pupils of all levels of attainment, including the most and the least able, make very good progress in Years 3 to 6 and satisfactory progress in Years 1 and 2. This is because the quality of planning for the different groups in the class is very good in the upper part of the school. Pupils with English as an additional language are helped to gain access to the curriculum by good provision that helps them to quickly acquire early language skills. Once those skills are acquired they make good progress.
6. Pupils with special educational needs make very good progress because they have very good focus support during lessons. They make very good progress in relation to the targets on their individual education plans, which are measurable and reviewed regularly so that new targets can be set. Teachers and support staff know the pupils very well and plan work that matches their previous attainment.
7. Literacy and numeracy skills are developed well across the curriculum. The school's strategies for developing literacy and numeracy are good and effective in English and mathematics lessons as well as in other subjects.

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

8. The school has built upon the good standards seen at the time of the last inspection. Pupils' attitudes and personal development are now very good, making them a strength of the school. Younger pupils behave well in lessons and round the school. This means that pupils want to

participate fully and work hard, enabling teachers to concentrate on developing pupils' learning. This is a major factor in the very good standards of work achieved by the older pupils in Year 6.

9. Pupils from all backgrounds show very good attitudes to the school. They concentrate well in lessons and put effort into their work. Pupils are friendly to visitors and keen to talk about what they are doing. They listen well to others and like to answer questions and participate in class discussions with enthusiasm. Attitudes to learning are best in the Years 5 and 6 class as a result of the high standard of teaching.
10. Pupils' behaviour in lessons and around the school is good overall and in some lessons it is very good. This is certainly in line with the views of parents, where there is general agreement that the children behave well at school. Pupils themselves clearly understand the school's expectations regarding behaviour and meet them well. This ensures that most of the time teachers do not have to spend too much time and effort maintaining discipline. This is not to imply that it comes easily to all pupils and, in general, pupils learn how to behave well and increasingly meet the expectations of their teachers over their time in school. Even so, three boys were excluded temporarily from school last year. The overwhelming majority, however, play together constructively at break times and move around the school in an orderly and responsible way. They behave well because they have accepted and absorbed the school's ethos, expressed in the school's code of conduct, concerning their rights to be safe, to learn and to have respect. Incidents of bullying are not common and there have been no recent incidents of sexism or racism. Very good behaviour and attitudes to learning were seen in a literacy lesson with the Year 5 and 6 class when pupils were reading an extract from Shakespeare's work. The whole class responded very positively to the teaching and read the Witches Spell in chorus and in parts co-operatively. Some restless and lively behaviour was seen in Year 3 and 4 classes. This was usually due to the presence of a large number of pupils with special educational needs for challenging behaviour.
11. Personal development and relationships are very good. The staff set a clear example to pupils through the way they work so well as a team. Relationships between pupils and staff are characterised by mutual respect. Relations between pupils are very good, being based on co-operation and friendship. In lessons, pupils work collaboratively without close supervision, share resources and take turns to use equipment. A striking feature of the school is the way in which boys and girls and pupils from different ethnic groups work and play harmoniously.
12. They demonstrate care for each other in practical ways, for example, when a boy in the Years 3 and 4 class was feeling cold after getting wet in the playground, a pupil immediately offered some spare clothes. Examples were seen of pupils helping and caring for each other, for example in lessons in the computer suite. In class, duties and jobs are given to pupils on a regular basis and they respond to their tasks sensibly. The school's strong provision for pupils' spiritual, moral and social development has helped them to prepare for life outside school and encourages them to express and reflect on their feelings. They show respect to others and enjoy the contribution of other pupils with applause and enthusiasm. A good example was seen in the achievement assembly.
13. Pupils take their responsibilities seriously. They make decisions at School Council meetings, which take place regularly, chaired and minuted by pupils. The pupils in Year 6 carry out their duties responsibly, and willingly help younger children with reading.
14. Levels of attendance have improved over the last few years and are now satisfactory for the overwhelming majority of pupils. However, in spite of the best efforts of school and the education welfare officer, the overall attendance rate is lowered by poor levels of attendance by a very few pupils. Because the overall numbers in the school are small, these few individual cases have an exaggerated effect on the school's average attendance rates.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is very good and in response the quality of learning is also very good. In over four-fifths of the lessons seen during the inspection, the teaching and learning were good or better and the remainder were satisfactory. Teaching was very good or excellent in two-fifths of the lessons seen. There was no unsatisfactory teaching. This is an improvement on the last inspection, when teaching was judged good.
16. Good and very good teaching occurs in subjects across the curriculum for pupils in Years 3 to 6 and in the areas of learning for children in the Foundation Stage. Mostly satisfactory teaching is to be seen in Years 1 and 2, but there are also some examples of good teaching in this area. A strong characteristic of the good and very good teaching is the very high quality of planning that uses accurate assessment to plan detailed aims for the different year groups and levels of attainment within each class. Targets are set for pupils' learning and, in the best lessons, repeatedly referred to, so that learning is very well focused and purposeful.
17. Most teachers have a good knowledge and understanding of the subject matter and of pupils' learning in the subjects. In a very good English lesson for Year 3 and 4 pupils, the planning was very detailed and used well the assessments from the previous lesson to plan for the needs of the different pupils in the class. The aims of the lesson were explained to the pupils and they understood the purpose of their work. Different and appropriate tasks were set for the different groups in the class so that higher and lower attainers were suitably challenged and supported.
18. Expectations for high standards of work and behaviour are evident in almost all lessons and pupils respond with good focus and attention; they concentrate for extended periods. Some excellent teaching occurs for pupils in Years 5 and 6. The teaching is outstanding because of the very high expectations with which the teacher challenges the pupils and the strategies used to help them successfully achieve those expectations. Pupils respond to searching questions that progressively challenge, demand intellectual effort and take them on to the next stage of learning. The lessons move at a very rapid pace and pupils are completely concentrated on their learning. The pupils are stimulated by their lessons and clearly enjoy their achievements. Standards in these lessons are very high; at times the pupils work at a level that is two years in advance of that expected for their age.
19. Teaching that is satisfactory is generally planned very well, but the aims of the lessons are not kept so well in focus as the lessons proceed. The pace and challenge in these lessons is less apparent. Consequently, while the pupils make satisfactory progress, the high standards achieved in the very good lessons are not evident. In all lessons, however, the relationships between adults in the classroom and pupils, and between pupils, are very good and pupils are well behaved. This makes a significant contribution to the very good progress made in most lessons. The quality of the homework, in terms of extending the pupils' learning and improving their progress, is mostly good, as is the quality of marking.
20. Teachers use the structure of the literacy and numeracy hours very well. The lessons have good structure, pace and balance. Pupils' work indicates that their learning in both literacy and numeracy is supported well across the curriculum in other subjects. There are good examples in science and mathematics. The development of the new computer suite has raised the profile of information and communication technology in the school and teachers are using the resources effectively. Most of the teachers and support staff have developed their personal skills well and pupils work to good purpose in the suite, at tasks that range across the curriculum.
21. Teachers ensure that the needs of pupils who find learning or conforming difficult are very well provided for during lessons. Individual education plans, written by the teachers, have clear, concise targets that are reviewed regularly. This has improved significantly since the last inspection. The targets are carefully explained to the pupil concerned so that he or she knows exactly what to do to improve. The support staff, made up of teaching assistants and support teachers, are very well deployed to ensure that all pupils can access the curriculum, and to help them with their tasks, mainly within the classroom. The staff are enthusiastic, committed and have a thorough

understanding of their work. All are very well briefed and work extremely closely with the teachers to provide suitable activities to meet the needs of these pupils. They make a very good contribution to the attainment and progress of the pupils.

22. The needs of pupils for whom English is an additional language are met well by teachers. The teaching consists of in-class support as well as individual work outside the class with a visiting specialist to focus on particular language skills. The quality of this work is good. Teachers have all received training in working with pupils for whom English as an additional language and standards of teaching and learning in the classroom are good. Strategies to help with specific vocabulary, language structures and support strategies are included in class teachers' planning and, as a consequence, the pupils make good progress.

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

23. Overall, the quality and range of the curriculum provided are very good and promote the aims of the school very well. This represents very significant progress since the last inspection. The school has successfully tackled the shortcomings in planning identified in the previous report, and there is now a much greater focus on what the pupils are expected to learn in individual subjects in each year group. The curriculum is now broad and balanced and meets all statutory requirements and offers pupils a very good range of opportunities. The provision for information and communication technology has improved and the subject is taught through other subjects of the curriculum.
24. Comprehensive policies and schemes of work are in place for all subjects, and each subject is allocated an appropriate amount of teaching time. The school's strategies for teaching literacy and numeracy have proved effective in raising standards. Information and communication technology is now used sufficiently to support learning in all classrooms.
25. The curriculum is organised on a two-yearly cycle, which is carefully mapped to avoid repetitions for mixed-age classes. Pupils are arranged into four classes, each with a two-year age range. The school uses the Qualification and Curriculum Authority's schemes of work for medium-term planning and also uses of commercially produced schemes as appropriate. There are many significant strengths in the current curriculum, such as the provision for personal, social and health education, the provision for pupils with special educational needs and the care that the school takes to ensure that the curriculum is accessible for all of its pupils.
26. Provision for personal, social and health education is very good, and consequently pupils grow up as caring young people. The profile of the subject has been raised throughout the school. It is taught in science, circle times and religious education, and also as a separate subject. A detailed programme of work and assessment of different aspects of personal, social and health education are in place and include sex education and information about the use and misuse of drugs. The development of a positive attitude to a healthy life style is encouraged. Provision is deeply embedded in the ethos of the school.
27. As at the time of the previous inspection the provision for pupils' spiritual, moral, social and cultural education is very good. The style of teaching seen in many lessons makes an important contribution to pupils' spiritual development, because they are encouraged to consider and to reflect on matters that are not immediately apparent and have deeper significance. In assemblies pupils are also encouraged to reflect on non-material aspects of life and to develop spiritual awareness. The assemblies include an act of collective worship and often raise moral or social issues for pupils to consider.
28. The very good provision for moral and social development is closely linked to the well-planned personal, social and health education programme. In this, and frequently on other occasions, staff work to develop pupils' awareness of right and wrong, and encourage pupils from an early age to be good listeners and to value each other's contributions. Teachers and other staff are good role models in highlighting the importance of good relationships in an inclusive, secure and well-ordered community. Pupils' contributions to lessons are always valued and opportunities taken to build self-esteem.

29. Pupils are given opportunities to develop a good sense of personal responsibility and initiative in a variety of ways. The playground is very small for the numbers of pupils, but they play very well together and older pupils frequently lead the play of younger ones. Pupils' views are sought and considered carefully through, for example, the school council. Particular achievements are regularly celebrated and, through positive reinforcement of good behaviour, the school focuses on developing a sense of worth in all its pupils. This is a very effective and important factor in fostering pupils' enthusiasm for the school. Pupils quickly learn good social skills, and this is shown in their confidence in school and in the courtesy they show to visitors, as well as to each other.
30. Provision for cultural development is very good. Pupils learn about and are encouraged to celebrate their own cultures. They are very well prepared for life in multi-cultural Britain. The school works very well to use the local resources, such as arts centres and libraries. Pupils from the school occasionally join with other local schools to present a concert at London's Albert Hall. Regular visits from artists and authors take place to work with pupils and to extend their cultural experiences.
31. There is very good equality of access and opportunity. The very good focus on individual pupils and their needs results in all pupils being fully included in the life of the school. The school has very good strategies for educational inclusion. As a result, all pupils are fully included in the life of the school, which enables them to benefit from the many social and learning opportunities provided. The school has identified some high attaining pupils in literacy and numeracy and higher targets have been set for these pupils. The provision for pupils with English as an additional language is good overall. The school maximises the achievement of pupils for whom English is an additional language by providing them with a range of planned opportunities to develop speaking and listening skills in mainstream lessons, in addition to individual help.
32. The provision for pupils with special educational needs is very good and has improved significantly since the last inspection. Very well trained teaching assistants give extremely good support to pupils who find learning difficult and those who find conforming difficult. Some pupils also receive very good support from learning support teachers and from the behaviour support team. This support occurs either in the classroom or by individual or in small group withdrawal, depending on the need of the pupils. Some receive specific programmes planned to support their needs and these involve individual or small group work that is best provided outside of the classroom. For example, some pupils have specific programmes to develop spelling and reading skills, which need to take place in a quiet atmosphere. The school is fully committed to inclusion and the provision meets the needs of these pupils very well.
33. There is very good provision for extra-curricular activities. Over the school year pupils have the choice to participate in a variety of extra-curricular activities which include the school choir, sports club, computer club, home work club, French club, breakfast club, club for dance and drama, and music lessons by outside providers. Visits to museums and galleries enrich the curriculum considerably. Pupils also benefit from the experiences of a wide range of visitors to the school.
34. The good links with the local business community make a positive contribution to the pupils' experiences and learning. Pupils visit a local restaurant to learn about health and safety. They frequently visit local businesses to see people at work and, when possible, they learn to perform different roles. For example, they visit a restaurant and become trainee waiters. They also visit the local Fire Station. The school has established satisfactory links with the local secondary schools. During a recent arts project, for example, pupils visited the nearest secondary school and were taught by the secondary teachers. When appropriate there are also informal, social links with the school's parish community. For example, pupils sing to the retired folk.

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

35. Staff provide very good support and welfare for all pupils. Health and safety procedures are good. Each member of staff is given clear responsibilities for health and safety in their areas and they carry out risk assessments each term. All staff were recently involved in a review of procedures. Professional inspections of fire prevention equipment are made annually.
36. There are, however, a small number of minor items that still need to be addressed. For example, the school has made arrangements for the testing of portable electrical equipment, but this has not yet happened.
37. The school's procedures for child protection are in place and the level of understanding and experience of the headteacher, who has responsibility for this area of the school's work, ensures its effectiveness. Staff and the chair of governors have all had instructions concerning child protection procedures.
38. The school, with help and the active participation with the local primary learning support service, has worked hard and successfully to help pupils with behaviour problems. The staff have had appropriate training in this regard and there is a whole-school approach to behaviour and discipline. This provides pupils with a secure knowledge of their boundaries and an understanding and appreciation of the rewards and sanctions they might encounter. There is no written policy for pupils not living with their families, but the school has been actively involved in planning, agreeing and monitoring the effectiveness of educational programmes for pupils who are in this group.
39. Two members of staff are fully trained in first aid and take appropriate care of those who need it. There are careful records made of all incidents. Pupils with special educational needs are well supported in the classroom and around the school.
40. Registrations are efficient and pupils use the time effectively for personal tasks; they often practise their reading and writing during registration. The school monitors and promotes pupils' attendance and punctuality very well and has achieved improving results. The attendance information is fed into a database that enables rapid and effective analyses to be undertaken. Office staff attempt to contact the family on the morning of any pupil's unexplained absence. All pupils and families are reminded of the importance of good attendance and pupils are rewarded for success with certificates and small prizes. The school works very closely with its educational welfare officer.
41. Teachers set good examples to pupils through their own relationships and attitudes. Their expectations of good behaviour are clear and consistent. Rewards and sanctions are fair, and pupils understand the systems. Learning assistants and all adults in the school help to maintain good behaviour. Personal development is fostered by giving a wide range of responsibilities to many pupils. Pupils in their last year at school say that they have enjoyed their time at the school, have respect and fondness for the staff, and enjoy the responsibilities they are given. For example, they look after younger pupils when they visit the church, they read with younger pupils once a week and they help to set up assemblies. All pupils are given tasks in classrooms and some have been elected to a school council. This is chaired and minuted by pupils and, they feel, has had a positive impact on the school. Pupils help to show visitors round the school on open days and they thoroughly enjoy working on the talent show. They are happy and feel cared for and always able to share any problems with the staff. Pupils in their first year at school are helped to settle in through a 'buddy' system.
42. Teachers monitor and track pupils' personal, as well as their academic, development carefully. Should it become apparent that a pupil needs special support, parents are immediately consulted and invited to work with the school. The school keeps careful records of any incidents. Successes, including marked improvement in behaviour, are recognised by stickers and at 'good news' assemblies. Pupils themselves are asked to suggest the names of those who deserve special praise.



43. Arrangements for assessing pupils' attainment and progress are now very good and have improved significantly since the last inspection. On entry to the Reception Year, pupils are assessed by using the local baseline assessment and at Years 2 and 6 statutory assessments are used. In the last two years further opportunities to assess pupils have been introduced. A commercial scheme is used to assess pupils' attainment in English, mathematics and science in Years 3, 4 and 5. Very good use is made of the information. It is carefully recorded and analysed against National Curriculum levels and used to set school and individual pupil targets. Very good assessment procedures are in place for all other subjects and take the form of recording when pupils exceed, achieve or fail to achieve the objectives from the programmes of study. Teachers have experience of levelling samples of pupils' work against National Curriculum criteria in writing and the school is gradually building up portfolios of levelled work in all subjects.
44. All assessment information is used very well both to guide curriculum planning and to track each pupil's attainment and progress so that standards can be consistently raised. It enables the school to identify, and successfully provide for, more able pupils who may be gifted or talented. The pupils' performance files, which contain all assessment details, are very thorough and are regularly monitored by headteacher. Detailed monitoring of assessment information by each subject co-ordinator further ensures that the information is used effectively to guide the subject curriculum. It is used, for example, to ensure that the scheme of work is meeting the needs of all the pupils, that resource issues are properly identified and to inform report writing. Records are used very well to track individual pupils' progress, to monitor the achievement of groups of pupils, to celebrate achievement and encourage effort.
45. The school is very effective in using assessment information to identify those pupils who find learning difficult, soon after entry to school. This enables pupils to have very good levels of support to meet their specific needs and to set individual targets. Teachers review the targets on the pupils' individual education plans at least three times each year and new targets are set. These include behaviour plans for those pupils who find it difficult to conform to the school rules. The school has very good links with outside agencies that provide support and guidance for teachers. Provision for the very few pupils with a Statement of Special Educational Needs is very good and the school ensures that all agencies outlined in statements are fully involved.

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

46. The partnership with parents is good. Parents have very positive views of the school and feel that it does a very good job for their children. Parents say that their children are happy in school and that they are expected to work hard. Few parents responded to the pre-inspection survey, but almost all who did said that they their children like school. Parents are full of praise for the way in which the recent building development was managed, and the resulting improvement.
47. Inspection findings support the positive views held by parents. The school gives parents a good amount of high quality information about the school. This includes a welcome pack that is partly funded by a local sponsor and is given to parents when their children are about to join the school. Teachers provide parents with information about the topics their children will be covering during the term. There are termly meetings about pupils' progress which are well attended, and there are regular and informative newsletters. Parents are invited to class assemblies once a term. Together with the homework set, and reading record cards, these provide a clear starting point for parents who want to work with their children at home. In addition, the school consults parents when, for example, suggestions are requested for school improvements.
48. Parents and carers say that they feel that the staff are always accessible. Reports to parents on their children's progress are good; they give useful and clear information on what they have been learning and the standards reached compared with national expectations. They give parents points for improvement and outline the targets set for their child.
49. Parents' contribution to the work of the school and to their children's education is good. A few parents and friends of the school help out in classrooms. The school and parents work well

together through the Parents and Friends of Emmanuel School, to raise additional funds and to help create a caring community atmosphere in which home and school may work together.

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

50. The leadership and management of the school are very good. The school is improving due to the single-minded and energetic drive by the headteacher with able support from her deputy. Together they form a strong partnership that is moving the school forward and raising standards at a rapid pace. The headteacher is clear about the needs of the school and the direction to be taken. She promotes a very positive, caring family ethos within which all staff work hard to raise standards across the curriculum. To this end very good structures are in place to raise the quality of teaching and to use the resources available to best effect. The arrangements to monitor and evaluate the school's performance are excellent and have led to the clear and decisive action that has resulted in the recent marked improvements in provision and standards.
51. The headteacher has been in post for two years. There are clear indications that standards are improving, but the improvements that have been put into place are only now beginning to take full effect. Evidence of improvement is often clouded by uneven proportions of pupils with special educational needs from year to year in these small year groups. Even so, pupils generally make very good progress in most lessons. It is to the credit of the staff that they have a very strong commitment towards raising the quality of the school's provision and that they have worked with their headteacher to improve all aspects of the school. Strategies are in place to improve standards further.
52. The headteacher provides a very strong and clear educational direction for the school. The leadership is very professional and policies are well thought through. They provide a very good framework for planning and development and staff are very well supported. The excellent monitoring and evaluation of the school's performance leads to effective action for improvement. The systems to keep the management of the school informed about its progress are comprehensive and used well. For example, pupils' assessments are analysed in detail in all subjects to show particular areas for improvement and action taken, either by the class teachers or by management when appropriate, to focus on and strengthen those areas. Targets are set for pupils and teachers.
53. The monitoring, evaluation and development of teaching is excellent. Each teacher is monitored at least three times each term either by a senior member of staff or by a colleague in the role of a subject co-ordinator. The monitoring is very rigorous and works to a common format, overseen by the headteacher. Information gained from monitoring is put to excellent use in forming strategies for further improvement by making minor adjustments to provision, or by seeking further guidance or support, or by including an issue in the school's development plan. The quality of teaching has improved since the last inspection and there is now no unsatisfactory teaching. This is due, in no small measure, to the concerted efforts of all staff to raise the quality of their work through well-targeted training and professional development. Such approaches have established a good framework for continuing development and for improving the consistency of good teaching
54. Staff with delegated management responsibilities work effectively and make a good contribution to the work of the school. Subject leadership is good and teachers have sufficient expertise to lead effectively. There is a strong sense of teamwork amongst staff and relationships are good. All teachers have a responsibility as subject co-ordinators and, in that context, all monitor the teaching of their subjects and pupils' work. This is in addition to monitoring carried out by the headteacher and the deputy headteacher. The monitoring is frequent and rigorous and invariably leads to effective action for improvement. The improvement of standards in the core subjects is rightly a priority of the headteacher and this is being achieved, but all subjects are monitored on a rolling programme.
55. Considerable progress has been made in recent months. All of the issues identified in the last inspection report have not only been addressed, but can now be regarded as strengths. For example, assessment and the use of assessment to inform teachers' planning is very strong and is an important factor in the very good teaching to be seen in the school. Curriculum planning is

now strong; subject policies and schemes of work are of good quality and provide a good framework for planning for progress. Provision for the Reception Year pupils is now very good. The targets negotiated with the local education authority for this year have been exceeded. Next year's targets are challenging, but the school is on course to meet them.

56. Due to the school's very positive ethos pupils come to school to enjoy learning and the school takes great care to promote pupils' well-being and confidence. Under the strong leadership of the headteacher all pupils are valued and every opportunity is taken to include them in the full life of the school. Consequently, the school functions in a climate of relaxed racial and social harmony where all pupils are included and supported as individuals. Because each pupil is valued, they in turn value each other.
57. The governing body is very supportive of the school, and governors, under the guidance of the headteacher, understand its strengths and weaknesses well. The governors are mindful of their responsibilities and fulfil their statutory duties well. They regularly review the school's performance and work closely with the headteacher and staff to improve the provision the school makes and the standards it achieves. A number of governors regularly visit the school as part of their responsibility for a particular subject or aspect of the school. When they visit they work to a monitoring pro-forma agreed in advance, so that their monitoring is well focused and reports back to the governing body are of good quality. Even so, there are still a few minor matters about health and safety that need to be addressed.
58. Development planning is well considered and comes from a rigorous appraisal of the strengths and weaknesses of the school. The very good school development plan covers the necessary areas well, appropriate priorities are planned and costed, and success criteria are identified. The plan is the outcome of widespread discussion between governors and staff. Training needs are identified clearly and effective provision made.
59. The school works very well towards its aims and uses its financial resources very well. It seeks successfully to set the best value when purchasing goods and services. Finances are managed well and resources are used effectively to further the school's priorities. All monies provided for specific purposes are used well for those purposes. The school has negotiated with its local authority for an overspend in the current financial year to cover increased costs of site management. This takes account of an anticipated review and increase of funding during this, or the next, financial year.
60. Staffing provision is good; there are sufficient teachers to meet the needs of the curriculum and they are well supported by an adequate number of effective support staff. Within the constraints of a small school, the teaching staff is well matched through their qualifications and experience to meet the demands of the curriculum. The staff in the school work hard as a team and all teachers take on additional curriculum responsibilities over and above their class responsibilities. Provision for staff development, through the monitoring and training of teachers, is very effective and the school makes excellent use of performance management. Good links are established with other schools and professional establishments in the area, which provide wider and more frequent opportunities for professional development. The teaching staff, classroom assistants, administrative and lunchtime staff make a most valuable contribution to the life of the school.
61. The accommodation of the school has been a major focus for development in the last two years and has improved dramatically. Extra space has been made available by the building of a mezzanine floor. A room for information and communication technology has been established and the hall has been enlarged to a size that makes it available for physical education. In addition, many other areas of the school have been improved and extra facilities provided. The provision is very new and some of the minor problems have not been fully resolved. For example, there are still some unsavoury odours in rooms that were previously toilets. Overall, however, the improvements are highly impressive and the school sets a warm, colourful and welcoming environment for learning.

62. Outside, the school is not adequately provided for and the arrangements are unsatisfactory. The playground is very small and there are no playing fields. The separate area for the Reception class is of good quality, but it is some distance from the rest of the school.
63. Learning resources are good overall. There is a good range of well-selected materials in sufficient quantity. The school has spent well on resources in recent years. Resources are well organised and accessible to pupils and teachers. The library, however, is under resourced and the range and quantity of both fiction and non-fiction books is unsatisfactory. Resources for information and communication technology are very good.
64. Management of the provision for pupils with special educational needs is very good. The headteacher has taken overall responsibility as the special educational needs co-ordinator and dedicates one day each week to paperwork and monitoring of provision. Special needs files, containing all relevant information for each child, are monitored weekly by the headteacher. A simple, but very effective system of passing on new information, ensures teachers are kept up to date. This has had a significant impact on ensuring the needs are met for all the pupils who have been identified as needing additional support. Teaching assistants and support teachers are fully committed to their roles, which ensures that the schools' policy of inclusion is fully met. Teaching assistants have recently been able to take part in training both to meet their own specific needs and as part of the whole-school training programme. As a result they feel very much part of the whole school team and know their contributions are valued.
65. The day-to-day administration of the school is good and effective use is made of technology to deal with the routine bureaucratic demands on the school. The school office is well organised and administrative staff make a good contribution to the smooth running of the school. They deal effectively with requests for information and other bureaucratic demands. Pupils are safe and secure. Relationships between pupils and all adults are very good and contribute to the purposeful working environment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To continue to raise the standards of work and improve further the good quality of education provided in many aspects of the school, the headteacher, staff and governors should:

- (1) Use the excellent procedures in place to monitor teaching and provide professional development to ensure that all teaching matches the very good quality seen in many parts of the school.

*(This weakness is mainly discussed in paragraphs 16, 19 and 53)*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- a) Improve resources for the library.

*(This weakness is mainly discussed in paragraphs 63 and 88)*

- b) Ensure that the minor issues concerning safety are addressed.

*(This weakness is mainly discussed in paragraph 36)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	10	3	0	0	0
Percentage	9	32	45	14	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 four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	105
Number of full-time pupils known to be eligible for free school meals	35

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	20

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.2

#### Unauthorised absence

	%
School data	2.0

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	73 (87)	80 (87)	80 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	67 (80)	67 (73)	67 (87)
	National	86 (85)	89 (89)	89 (89)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	11	13
Percentage of pupils at NC level 4 or above	School	100 (79)	85 (71)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	100 (85)	100 (85)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Numbers are not given for totals of ten or less.



**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	21	0	0
White – Irish	4	1	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	18	0	0
Black or Black British – African	8	2	0
Black or Black British – any other Black background	6	0	0
Chinese	0	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	19	0	0

*The table refers to pupils of compulsory school age only. It 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)	5.4
Number of pupils per qualified teacher	24.5:1
Average class size	27

**Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	8
Total aggregate hours worked per week	119.2

*FTE means full-time equivalent.*

**Financial information**

Financial year	2002
	£
Total income	368286
Total expenditure	327732
Expenditure per pupil	3121
Balance brought forward from previous year	12224
Balance carried forward to next year	52778

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.4
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	104
Number of questionnaires returned	18

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	17	5	0	0
My child is making good progress in school.	56	39	0	5	0
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	61	33	0	5	0
The teaching is good.	66	33	0	0	0
I am kept well informed about how my child is getting on.	50	39	0	11	0
I would feel comfortable about approaching the school with questions or a problem.	78	17	5	0	0
The school expects my child to work hard and achieve his or her best.	78	17	5	0	0
The school works closely with parents.	56	39	0	5	0
The school is well led and managed.	72	28	0	0	0
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	61	33	5	0	0

### Summary of parents' and carers' responses

Overall, parents were strongly positive in their responses. Two parents indicated that they would wish to see more information about how well their child is getting on, but the inspectors judged that the quality of information for parents is good.

### Other issues raised by parents

No other issues were raised.

**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**

67. Children start school in either September or January, depending on their birthday, in the school year in which they are five. At present the Reception class is a mixed-age class with a small number of Year 1 pupils in the group. Currently attainment on entry into school, although varied, is below average. Most of the children, including those with special educational needs and those for whom English is a second language, achieve very well because of the very good teaching they receive. By the time they enter Year 1 of the National Curriculum most of the children are achieving the Early Learning Goals in each area of learning. The key issue from the last inspection, concerning provision and teaching in the Foundation Stage, has been very successfully addressed.
68. The quality of teaching, described as unsatisfactory at the last inspection, is now very good, which is a significant improvement since the last inspection. Planning is very detailed. The teacher uses the Foundation Stage curriculum for children in the Reception class, and the National Curriculum for the Year 1 pupils, very effectively to ensure the needs of all the children are being met. Both the teacher and teaching assistant are highly skilled at targeting their questions effectively to support children's learning. For example, during a counting session most counted to ten accurately and one child was asked to count the number of months in the year. Staff have extremely high expectations of attainment and of the presentation of work. The value given to the children's achievement by staff encourages them to take a pride in their work and this has a positive impact on their learning. The management of behaviour is excellent and children quickly learn what is expected of them. Consequently, they are polite and interested in their activities. The teaching assistant is very well deployed at all times and works very well with the teacher as a team.
69. Assessment procedures are very good and information is used very well to track each child's attainment and progress and to guide the teacher's planning. Assessment notes are recorded by the teacher or teaching assistant at the end of each lesson, noting those who have achieved, exceeded or not achieved the objective of the lesson. Samples of children's work are used to set targets in each area of learning and are kept as a record of achievement. Other relevant information, including reading records and knowledge of letter sounds, is also kept. The teacher uses early assessment information (baseline) very well to identify those who are finding learning difficult so that their progress can be monitored.
70. Good induction procedures ensure that the children quickly settle into the routines of the school. Parents/carers and children are invited to visit prior to starting. The children spend a half-day experiencing some of the activities they will be doing when they start school, while the parents meet with the headteacher. There are good information packs for parents, but no booklet for children to complete with their parents before they start school. Once the children are settled parents/carers are able to meet the teacher to discuss the progress of their child. Links with pre-schools are satisfactory. The teacher contacts the pre-schools if there are concerns and welcomes information provided by the parent/ carers from the pre-schools, but there are no formal arrangements for the teacher to visit the children in their pre-school setting.

**Personal, social and emotional development**

71. All children, including those with special educational needs, and those for whom English is an additional language, make very good progress in their learning and many exceed this early learning goal by the time they enter Year 1. The children are happy and willing to talk to adults and each other. They share equipment and join in activities working very well together. For example, during a numeracy session three children played well together in the 'fruit shop'. They knew how to take turns when buying the fruit. Most of the children are beginning to change themselves for physical education lessons, and to leave their clothes in a tidy pile. Relationships are very good and children are interested and keen to learn, because of the very good learning environment created for them by the teacher. They clearly know the difference between right and wrong and

what is expected of them. They draw pictures to show how they can be kind to someone. The quality of teaching of this area of learning is very good. Both adults have extremely high expectations of behaviour. The teacher has a very good range of strategies to promote expected behaviour and this has a very positive impact on the development of the children's personal and social skills.

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

72. By the time children start Year 1 of the National Curriculum most have achieved the early learning goals in communication, language and literacy. Teaching is very good and this has a very positive impact on children's learning. The children talk about the story in the big book and the more able children can predict what might happen. Most can describe the variety of fruits on the table, using single words or short phrases. The higher-attaining children use their knowledge of letter sounds very well to write the names of the fruit. Others, with adult support, make good attempts at writing the names of the fruits. Above average children are beginning to read, using their knowledge of letter sounds and the pictures to read simple text. Average children talk confidently about the pictures, turning the pages correctly and express a keen interest in reading. Lower-attaining children use single words to answer questions about the pictures. During a quiet reading session at the beginning of the day, a group of children were observed listening to another child talking in some detail about the pictures in a book.

### **Mathematical development**

73. All children make good progress in mathematical development and almost all are expected to achieve the early learning goals by the end of the Foundation Stage. Most children can count to ten, with higher-attaining children counting confidently beyond ten. Lower-attaining children can count to five accurately and are beginning to experiment with using money. Average and above average children can name two and three-dimensional shapes and sort them by colour. Above average children add and subtract 1p and 2p coins accurately. Average children use 1p coins to make sums of money to ten pence. Lower attainers can name and sort two-dimensional shapes. Most use mathematical language, such as 'long and short', when talking about measuring objects. The quality of teaching is good and activities are planned well to meet the needs of the children. It is evident from teachers' planning that all areas of mathematical development are covered during the year.

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

74. Attainment in this area of learning by the end of the year is on course to match the expectations of the early learning goals and all children make very good progress in their learning. They are gaining a good foundation of knowledge and understanding of the world around them. The children carry out a simple investigation to see which material is waterproof. They are very keen to find out which would be the most suitable material for Teddy's raincoat. Many explain what happens when they pour water on the materials and some children begin to use the term 'waterproof' in their explanations. They have sorted materials that are shiny and reflect light. They use their senses to describe a variety of fruits, and most know that the teacher bought the fruit in a shop. Several explain that the weather is too cold and wet for the strawberries to grow outdoors at this time of the year. They draw a simple map of their route to school. Children design attractive robes for Father Peter after a visit to the church to see the church vestments. All are making very good progress in developing computer skills. Most are able to insert a shape, using the mouse and type their names. The quality of teaching is very good. The teacher has secure subject knowledge and this impacts very well on children's learning. A very good range of practical experiences is provided and the teacher questions very skilfully to develop children's thinking.

## Physical development

75. By the time the children start the National Curriculum in Year 1 most are achieving the national standards for physical development. All children make good progress in learning because the quality of teaching in physical development lessons is good. The children demonstrate awareness of space and of each other. They can move forwards and backwards, and some are able to move sideways. They follow instructions and are beginning to improve balance and control in movement. For example, most could balance a beanbag on their head, shoulder and foot while moving slowly around the outside area. However, although there is a secure outdoor area leading directly from the classroom, planning for outdoor activities, other than formal physical development lessons, is underdeveloped. Arrangements have been made to provide outdoor activities, such as sand and water play when new resources arrive, but at present there is only one bike, which is used by the children during playtimes. The school makes good use of the local park area to use the climbing frame and swings, but this is generally planned as a whole-class activity, rather than an integral part of the school day.

## Creative development

76. All children make very good progress in their learning and when they enter Year 1 have achieved the early learning goals in this area of learning. No direct teaching was observed during the inspection except for music, provided by a specialist music teacher. Evidence from looking at children's work indicates that they are well able to explore colour, shape and texture in their work. For example, most use a range of materials appropriately for Father Peter's robes. They use brightly-coloured tissue paper to create Rangoli patterns to celebrate Diwali. They paint pictures of their imaginary friend, based on 'Oscar got the Blame' by Tony Ross. In music, children respond well to music with movement and they keep a steady pulse. They repeat simple rhythm patterns and are beginning to build a repertoire of songs.

## ENGLISH

77. Pupils' achievement in English is satisfactory in Years 1 and 2 and very good in Years 3 to 6. When they start Year 1 standards are broadly average. At the end of Year 2 present standards are average, and they are well above average at the end of Year 6. The results of national tests vary from year to year because the numbers taking the tests are small. Last year's results for Year 2 were below average because the group has a higher than usual proportion of pupils with special educational needs. Last year's Year 6 pupils, however, achieved standards that were in the top five per cent in comparison with schools with a similar economic background. Overall, it is evident that boys achieve higher standards than girls over the years, but, in spite of the school's careful tracking and analysis of assessments, there is no firm evidence to indicate the reasons for this.
78. Throughout the school, pupils show good skills in speaking and listening. They respond very well to the positive and encouraging climate that teachers set and are keen to contribute in class. Pupils speak confidently and articulately when responding to teachers' questions, or when putting forward their own ideas. For example, a Year 4 class demonstrated good language skills and understanding when they were discussing how to turn a story into a script for a play. They spoke readily and their contributions were well structured and appropriate. Pupils listen carefully to each other. As they grow older their use of language develops and they become increasingly adept at contributing to class discussions.
79. Reading skills are high for pupils' ages throughout the school. Pupils develop a good use of strategies for recognising unfamiliar words from an early age. Some of the reading at the top end of the school is of very high standard where pupils read difficult text with good understanding and recall. Most pupils enjoy reading and read regularly for pleasure.
80. Writing skills have been less well advanced, but the school has recently focused on this area and there is evidence of improvement. Some of the work seen indicates an above average attainment in this area also. Pupils write for a variety of purposes. They take notes, tell stories, write descriptively and write scripts. Pupils' books at all levels show that they write poetry and extended

imaginative writing, with variation of role and purpose. They frequently redraft their work, often using their word-processing skills on the computers. Some of the writing in the upper part of the school is of a high order. Standards of handwriting, grammar and spelling are now generally above average. In the Year 3 / 4 class, for example, pupils accurately and confidently classify words into nouns, adjectives, verbs and adverbs.

81. Most higher attainers make good gains in learning in relation to their prior attainment. There are one or two gifted pupils in the school and good provision is made for them. In lessons, separate aims and tasks are provided and, in general discussions, the more able are challenged by consistent and searching questioning. Pupils with special educational needs make very good progress because their specific needs are very well addressed. The school has worked hard to develop its teaching of literacy across the curriculum and literacy skills support and are extended in lessons other than English. Pupils with English as an additional language are helped to gain access to the curriculum by good provision that helps them to quickly acquire early language skills. Once those skills are acquired they make good progress.
82. The pupils' attitude to learning is very good. They are well motivated and concentrate well for extended periods. They are observant and communicate their ideas verbally and in writing. Pupils are well behaved and show respect for the views of others by listening attentively and making appropriate comments. In lessons, pupils are encouraged to reflect on issues of significance beyond the immediately apparent and this has a positive effect on the development of pupils' spiritual awareness. Similarly, teachers are careful to build pupils' self-confidence by responding positively to their efforts and by stressing their personal strengths. Consequently, pupils are self-confident in their relationships and show generosity towards each other.
83. The overall quality of teaching in English is very good; it is mostly satisfactory for pupils in Years 1 and 2 and very good for those in the rest of the school. The quality of learning reflects the quality of teaching. All teachers have good subject knowledge and understanding, which enables them to teach confidently, and reinforce and extend pupils' knowledge and understanding through a combination of good explanation and questioning. In all lessons the relationships between teachers and pupils, and between pupils are very good.
84. The school has very good systems for assessment and for tracking the progress of individuals and teachers use the information very well for planning. The planning for all lessons is very good. The aims are clearly set out for the different groups within the class and in the very good lessons, are frequently referred to as the lesson progresses, so that learning is clearly focused and purposeful. When teaching is satisfactory the focus is less clear and learning not so well directed.
85. When teaching is good and very good there are high expectations so that pupils are challenged and learning is rigorous. Time is used well and lessons move at a good pace, but, even so, pupils have time to explore their ideas and to reflect on what they have learned. Teachers employ a good range of strategies that provide support for different levels of attainment. Consequently, both the most and the least able are challenged and the quality of learning is very good for all in the class.
86. Homework is used very well to extend and reinforce pupils' learning. The tasks provided are well judged. Homework is marked regularly and the marking is positive and accurate. Pupils develop good habits of regular reading from an early age.
87. The leadership of the subject is very good. There is evidence of considerable effort to raise standards and the quality of provision in the subject. Policies, schemes of work and assessment procedures are very good. Pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set. The subject is monitored rigorously. Teaching, teachers' planning and pupils' work are all monitored regularly.
88. The school has developed good strategies to promote literacy across the curriculum and pupils' literacy skills are used well to reinforce learning in other subjects, to take notes in history, for example, or to write up experiments in science. Sound use is made of information and communication technology, mostly in the use of word processing programs. Overall, there are

satisfactory resources for the subject and pupils have sufficient reading material to develop their reading skills. The library is, however, under-resourced in the range and quantity of books, both for reference and fiction. To counter this, the school make good arrangements to familiarise pupils with the public library, by taking them to visit and encouraging them to use the local library. This is not ideal, however.

89. In 1997 attainment in English was above national expectations at the end of both key stages. Since then the school has undergone considerable change and the nature of the intake is different. Pupils now enter the Reception Year with attainment that is lower than average. Even so, pupils achieve very well and standards now exceed the previous level at the end of Year 6. The quality of teaching has improved since the last inspection and overall, there has been good progress in the subject since then.

## **MATHEMATICS**

90. Pupils' levels of mathematical development are generally average when they enter Year 1. Pupils' achievements are satisfactory in Years 1 and 2 and they usually attain the average levels for their age by the end of Year 2. By the end of Year 6, however, most pupils achieve very well and attain standards that are well above average. This is because mathematics is very well taught in Years 3 to 6, and pupils with special educational needs or low attainment are supported very well.
91. In the national tests at the end of Year 2 the attainment of pupils in these small groups varies from year to year. In 2001, results were broadly in line with the national average and well above those of similar schools. The results declined in 2002. They were well below average for both all schools and similar schools. This decline was due to the fact that a third of the pupils in that year group had special educational needs. This represents much lower standards than the standards reported in the last inspection in 1997.
92. The pupils' attainment in the national tests at the end of Year 6 was above the national average in 2001 and in the top five per cent when compared with similar schools. The results were exceptional in 2002 when the pupils' attainment was very high and in the top five percent, in relation to all schools, similar schools and prior attainment. The percentage of pupils achieving the higher Level 5 was well above average in both years. In both 2001 and 2002, the pupils exceeded the targets that had been set. Since the last inspection, when standards were in line with the national average, pupils' attainment has risen steadily and significantly, at a much faster rate than the national figures. Pupils' levels of achievement are very good.
93. Over the past three years, boys in both Years 2 and 6 have outperformed girls. However, there were no significant differences observed between the achievements of boys and girls in these year groups during the inspection.
94. By the end of Year 2, most pupils understand place value and have good strategies for adding and subtracting up to 20. They can count backwards and forwards to 100. They use their knowledge of number bonds to ten and can add up to 100. All the pupils know what an even number is and most can identify an odd number. The majority use everyday and standard measures for length, and can estimate measurements. The higher-attaining pupils explore with confidence the relationship between addition and subtraction. They are confident and secure in their knowledge. Lower-attaining pupils, however, are less secure in their counting. For most pupils at this age, oral responses in class are of a better standard than their written work in books.
95. By Year 6, pupils' achievement is very good indeed and the gap between those with special educational needs and the rest of the class narrows. Pupils cancel fractions to their simplest forms, multiply by 10, 100 and 1000, multiply decimals and undertake long multiplication accurately, choosing between methods. They demonstrate sound knowledge of multiplication tables and know how to use them for division. The higher and middle-attaining pupils check their answers by applying inverse operations. All can change fractions to decimals and show good understanding of the relationships between ratios and proportions. All, including those for whom English is an additional language, capably explain the strategies they use to work out answers,



and understand how the mathematics they learn in school applies in real-life situations. For example, the pupils in Year 6 handle data with confidence and can use a line graph to explain how electricity is used by a family throughout a day. They all take mental and oral work very seriously, and enjoy the challenge of mathematics. All pupils work with enthusiasm and are keen to do well in mathematics.

96. The quality of teaching and learning in Years 1 and 2 is satisfactory. The teacher uses suitable activities, such as adding up games, to motivate the pupils to work hard on their skills of mental adding in pairs to 10 and 20. The pupils are reminded of the mathematical vocabulary associated with adding and subtracting. In a lesson seen in the Years 1 and 2 class, the teacher effectively encouraged pupils to make up number sentences orally to ensure that they can use the language required for mathematics. The teacher used questions satisfactorily to reach the pupils in a mixed-age class, targeting more challenging questions to the pupils with higher attainment. The pupils work well in groups and pairs; they were seen for, example, to give good help to each other when they were using computers. The teaching assistant supports those who have some difficulty with the task and all adults in the classroom work well together as a team. Pupils make progress because most of the work is matched to their age and various levels of ability. When they use computers, however, the work for higher-attaining pupils is not always pitched at an appropriate level or extended.
97. In Years 3 to 6, the quality of teaching and learning is very good. These lessons are purposeful with precise learning objectives and the plenary sessions at the end of lessons are used effectively to reinforce them. Teachers plan their work for mixed-age classes thoroughly, taking good account of pupils' prior knowledge. Teachers have high expectations of their pupils; they challenge higher-attaining pupils and set work that is well matched to the ability of pupils with special educational needs, all of whom make very good progress. Teaching assistants offer very focused support to these pupils. A small number of pupils who are at early stages of English acquisition make good progress, because they are well supported by the specialist teacher as well as the teaching assistants. The quality of teaching is exceptional in Years 5 and 6, where the teacher is highly skilled at introducing and explaining the tasks to pupils. The pupils are encouraged to work as individuals and in groups, to work out the answers and to talk about what they have done. As a result, pupils show a high level of interest in their work and there is a very good working atmosphere in lessons.
98. A strong feature of teaching throughout the school is the clarity of learning objectives for mixed-age classes, and the use of targets for classes, groups and individuals. These focus attention on what pupils need to do to move on in their mathematical knowledge, skills and understanding. The most effective teachers are quite specific about what pupils need to do to progress further. Towards the top end of the school, this is highly effective in helping the pupils achieve a very high standard. Most of this involves open-ended problem solving and it encourages pupils to think and apply their mathematical skills. The teachers also put an emphasis on the use of language in mathematics, through identifying vocabulary and questioning that extends pupils' ability to explain their work. A further strong feature of teaching throughout the school is the effective use of a very good assessment and tracking system, which helps to identify individual needs in mathematics for pupils of all levels of attainment. Support is then targeted at those at those needs and, as a consequence, all pupils are challenged and make very good progress.
99. Numeracy skills are used effectively in other areas of the curriculum throughout the school. For example, pupils use numeracy skills in science, design and technology and information and communication technology. In Year 6, in science, pupils interpreted a simple line graph to show how the mass of a candle changed when it was burning.
100. The present co-ordinator has only been in post for the last two months; however, the subject has been led very effectively over the past years by the headteacher. Very good improvement has taken place since the last inspection. Planning now takes account of mixed-age classes and incorporates information and communication technology. Standards by the end of Year 6 have improved from average to high and pupils now achieve very well.

## SCIENCE

101. The standards of attainment in science are below the national average at the end of Year 2 and are well above the national average at the end of Year 6. Pupils' achievement is broadly satisfactory in Years 1 and 2 and is very good in Years 3 to 6. The test results in 2002 indicate attainment as being very high in comparison to national averages by the end of Year 6, with all pupils achieving the higher Level 5 in science. The school highlights this as a particularly good group of pupils, who have achieved well throughout the school. It also attributes the very good results to very good teaching, particularly for pupils in Years 5 and 6, and inspection evidence would support this view. Last year the teacher assessments for pupils at the end of Year 2 were very low when compared to national standards, and below average when compared to similar schools. This particular group has a higher than usual proportion of pupils with special educational needs, and none of the class achieved the higher levels.
102. For the present group of pupils in Year 2 there is no evidence of standards when they entered Year 1 in terms of their knowledge and understanding of the world, but their present work indicates that they are achieving satisfactorily, although few are working at higher levels. Most have a sound understanding of how to keep healthy. They understand the need for a balanced diet and can explain how humans change, as they grow older. They compare the way in which devices work in different electrical circuits. Younger pupils in Year 1 made a collage of objects that work, using either batteries or mains electric. Pupils in Year 2 discussed the way batteries are placed in devices to make them work and drew how the batteries should be placed on pictures of objects to make them work. A small group of Year 1 pupils in another class investigated the best material for a waterproof coat. They confidently discussed what happens to the material when water is poured over it and used the term 'waterproof' in their discussions.
103. By the end of Year 6 pupils have developed an understanding of rigorous scientific enquiry. They plan an investigation confidently, ensuring they are carrying out a fair test. They are well able to relate results to scientific knowledge. For example, pupils discuss in some detail why a piece of plasticine takes different amounts of times to drop through different liquids. They collate and interpret their results using bar charts and line graphs. Pupils demonstrate an increasing knowledge of materials and their properties, and identify a range of contexts in which change takes place, for example, through evaporation and condensation. Pupils in Year 3 and 4 observe and record the changes that take place when solids are added to water. They use scientific language well to describe what they see.
104. The quality of teaching and learning is satisfactory in Years 1 and 2 and very good in Years 3 to 6. In comparison with the last inspection, the quality of teaching has been maintained for Years 1 and 2 and has improved considerably for Years 3 to 6. Teachers are good at planning interesting activities, which are usually well matched to the abilities and interest of the pupils. The school has a two-year rolling programme of topics and this ensures that all programmes of study are fully covered over the two years. This is of particular importance in view of the mixed-age groups in each class and is an improvement since the last inspection. Most teachers are good at using correct scientific vocabulary, often clearly displayed in the classroom as reinforcement, and they expect the pupils to do the same. This approach makes a good contribution to pupils' language development. Behaviour management is satisfactory in the younger class, but control issues sometimes interrupt the flow of the lesson and inhibit learning. Behaviour management in the older classes is very good and as a result pupils are extremely well focused during lessons.
105. Assessment procedures are very good and have improved significantly since the last inspection. The school makes very good use of the suggested assessment activities for the end of each unit of work. Information concerning individual pupils' attainment is used very well to guide teachers in planning suitable scientific activities. Commercial tests are used as well as standardised test, which also analyse results to indicate areas for development within the subject. The co-ordinator is developing a portfolio of samples of pupils' work to support teachers in assessing pupils' work against the National Curriculum levels of attainment. The school is developing good cross-curricular links with science. For example, pupils are using literacy skills well to record their work and knowledge of graphs very well to collate and interpret information. Science makes a good

contribution to provision for social development. For example, in a Year 5 / 6 lesson pupils worked extremely well together in pairs, discussing and sharing ideas.

106. Management of science is very good and the co-ordinator is very effective in monitoring the subject to ensure that there is an appropriate science curriculum to promote high standards. The curriculum map clearly identifies the units of work to be taught each year and ensures a good balance of coverage over the two-year programme in the mixed age classes. Regular monitoring also appropriately highlights resource issues and areas for development within the subject. Resources are good and are used well to support pupils' learning.

## **ART AND DESIGN**

107. It was not possible to see any art lessons during the inspection, but the work on display, and other artwork seen, gave an indication of standards. As at the time of the last inspection, attainment at the end of Years 2 and 6 is in line with national expectations. There are some examples of good work in some classes or by individual pupils and most pupils achieve well.
108. Pupils represent their ideas successfully in visual forms in a good range of media and show appropriate practical skills in managing the different materials. Drawing and colouring skills are developed satisfactorily in all years. Some evidence was seen of the use of information and communication technology for art, but not enough to judge overall standards in this aspect. In general, the work seen indicates that pupils of all levels of attainment, including those with special educational needs, make similar progress.
109. The pupils' attitude to learning appears good. They take care with their art work and present it well. It is not possible to make a judgement about the quality of teaching in art.
110. The school has sufficient resources for art and they are used well. The recently appointed co-ordinator is working to broaden the curriculum for art.. The management of the subject is satisfactory.

## **DESIGN AND TECHNOLOGY**

111. No lesson was observed during the inspection as design and technology was not on the timetable. The subject is taught for three half terms over the year and there is a week dedicated to the subject. Judgements of standards are based on a limited amount of evidence available during the inspection. On this basis, attainment in design and technology by the time pupils reach Year 2 and Year 6 is above average, which represents good achievement for pupils. This is an improvement since the last inspection when standards were found to be average at the end of Year 2 and below average at the end of Year 6. Skills in designing and making are now developed year on year, following the nationally recommended scheme.
112. In Year 2 pupils make simple moving toys, such as 'Jack in the box'. They research into the history of toys as part of their work in history and design a range of toys. They also make fruit salad and vegetable dishes. Skills learned during Years 1 and 2 are systematically developed as pupils move through the school. Pupils gain a secure understanding of planning a sequence of actions to achieve a finished product. They learn to choose suitable materials and practise a range of techniques, such as using joining materials. Mathematical skills are put to good use when the pupils in Years 3 and 4 measure materials accurately to make photo frames, and, in Year 6, detailed plans indicate proposed measurements for slippers. Examples of the finished work illustrate a good attention to detail in finishing and decorating products. Money containers made by Years 3 and 4 pupils were carefully made and decorated, with a variety of different designs chosen. By Year 6, pupils understand the need to make designs before they make slippers. They think carefully about the design aspects of their prototype slippers before they start the practical task, and research into materials for fashions and practicality.
113. No judgements can be made about the quality of teaching and learning in lessons, but the work seen indicated examples of good teaching. The current management of the subject is effective.

Good improvement has taken place since the last inspection. Deficiencies identified in the previous report were effectively tackled through the introduction of a nationally recommended scheme of work, which covers all the expected topics. The curriculum map sets out a two-yearly cycle to avoid repetitions for mixed-age classes. Pupils achieve well, developing appropriate skills year on year. There is evidence of pupils learning aspects of food technology and working with textiles. Further resources need to be provided to enable the pupils to use computers to control mechanisms. Older pupils should be encouraged to produce written evaluations of their work.

## **GEOGRAPHY**

114. From the evidence of pupils' work and from talking to some pupils, standards in geography are average by the end of both Year 2 and Year 6 and all pupils are achieving well. Only one lesson could be seen during the inspection and this was insufficient for an overall judgement to be made on teaching, but from the lesson observed and from the work seen in books, there are examples of good teaching. Standards are similar to those found in the last inspection.
115. By the end of Year 2 pupils are beginning to describe and compare the physical and human features of different localities, showing an awareness of places beyond their own locality. For example, they ask questions to decide what they would like to find out about St. Lucia before comparing it with London. During last year, pupils tracked Nelson Bear's visits around the world, using a large world map, and discussed the climate in the places he visited. Pupils are appropriately developing their mapping skills by identifying features on a map of the world.
116. By the end of Year 6 most pupils recognise and describe physical and human features and are beginning to understand how these can change the features of places. They also understand how these changes can affect the lives and activities of people living there. They use geographical language appropriately to describe the formation of a river, how humans make use of rivers, and why many towns and cities are built near them. Pupils in Year 3 and 4 make an in-depth study of the local area. During a walk around the area, they identified some of the human and physical features.
117. Assessment procedures are very good. The school makes very good use of the assessment opportunities provided in the national guidelines and teachers keep comprehensive records of what each child achieves. The information, together with information from a regular audit of geography by the co-ordinator, is used to ensure curriculum coverage and to identify resource issues.
118. There was little evidence of using information and communication technology to support geography in pupils' books, however pupils use the computers for research and for data-handling. The contribution of geography to the provision for spiritual, moral social and cultural development is satisfactory. Evidence from samples of work and from the curriculum map indicates that pupils have the opportunity to discuss environmental issues and to look at a range of cultures.
119. Management of geography is good. The co-ordinator has only been in post for the last two months. The policy is in draft and the subject has been reviewed by the co-ordinator to ensure coverage and to look at standards across the school. Resources are good and the school makes good use of the local area to support the teaching of geography.

## **HISTORY**

120. Standards are average by the end of Years 2 and 6 and pupils are achieving well. No judgement can be made on the quality of teaching because only one lesson, which in itself was of good quality, was observed during the inspection. Improvements to the coverage have been made since the last inspection and the school has appropriately adopted the nationally recommended guidelines for history across the school. This has successfully addressed an issue from the last report, concerning insufficient depth of coverage of the programmes of study.
121. By the end of Year 2 pupils show a developing sense of chronology and knowledge and understanding of aspects of the past beyond their living memory. They study toys played with in the past, and compare them with toys used today. Study of significant figures in history, such as Florence Nightingale, gives pupils an insight into how individuals contribute to change.
122. By Year 6 pupils have studied several significant periods in history. In Years 3 and 4 pupils have secure knowledge and understanding of the main events of Second World War, including the Blitz in London, rationing, and why children were evacuated to the country. Pupils in Years 5 and 6 are beginning to study the life and times of the Aztecs. In the one lesson seen during the inspection, the lesson was effective because the pupils worked as archaeologists, by looking at pictures of buildings, and decide what the Aztecs used the buildings for.
123. Assessment procedures are very good. Teachers assess whether pupils have achieved, not achieved or exceeded the objectives from the programmes of study. Information and communication technology is appropriately used for research and the co-ordinator has ordered some large history books, which can be used to teach history during literacy lessons. Provision for cultural development through history is satisfactory.
124. Management is good and the co-ordinator has a clear action plan for the development of the subject. An audit of resources has been completed and as a result more resources have been ordered for the younger pupils. Overall, resources are good and the school makes good use of visits and visitors to school to enhance pupils' learning. For example, pupils in Years 1 and 2 recently visited a toy museum, and local residents came to the school to talk to pupils in Year 3 and 4 about their experiences during the Second World War.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. By the end of Year 2 and Year 6, pupils' attainment is average. This indicates a significant improvement since the last inspection, when attainment at the end of Year 6 was reported as being below the expected level.
126. Rapid progress has been made in information and communication technology in the last few months with the establishment of a well-equipped computer suite. This now provides very good opportunities for pupils to develop their skills in information and communication technology, as well as supporting their learning in other subjects. Pupils' confidence in using technology develops steadily and rapidly as they move up the school. At present, pupils in all years achieve well in this subject. Last year, the pupils had very limited access to information and communication technology because of the building work in the school. The subject is led very well by the co-ordinator.
127. Too few lessons were seen during the inspection to make an overall judgement about teaching, but in the lessons seen teaching was good and very good. The evidence from pupils' work also indicates that there are examples of good teaching throughout the subject. Under the clear guidance of the co-ordinator, teaching is planned very well and makes good use of assessment information. Teachers have good computer skills. Through a planned timetable, pupils in all classes have access to the computers in the suite. During these lessons they learn particular skills and make progress in the use of these skills as they transfer from one year to another. These lessons are linked directly to work being covered in class so that, as well as developing information and communication technology skills, the lessons also enhance learning in other

curriculum areas. The pupils in Years 1 and 2 design some friends for Elmer the Elephant in the story and draw them on the computer. In Years 1 and 2, pupils can log on to the network with the aid of clear instruction from teachers. They access software such as 'colour magic' to design a night picture with fire works and learn to use the 'colour palette' and the 'fill' tool.

128. In Years 3 to 6, pupils now make good progress in information and communication technology, so that by the time they leave the school they have good keyboard skills and confidently select items from menus and drop-down boxes. The pupils consolidate their skills, using the computers to support their learning in a variety of ways. Most are good at using a database. In a science lesson in Years 3 and 4, the pupils use a branching database to identify mini beasts and fruit. Pupils can search for information following instructions on the computer. They also use a graphics package to produce repeating patterns in art.

## **MUSIC**

129. Music is taught by a visiting teacher under the co-ordination of a full time member of staff.
130. Pupils' achievements in music are good in all years and by the ends of Year 2 and Year 6 pupils attain average standards. In Years 1 and 2, pupils demonstrate a good aural memory and they sing in time with satisfactory intonation. They know and predict the sounds that different percussion instruments are going to make and they make an appropriate musical response to a given stimulus. Pupils show good language skills when they describe moods and sounds. By the end of Year 6, pupils listen attentively and understand some of the musical devices used to form and extend compositions. Overall, composing and performing skills are generally appropriate. In all, standards are similar to those reported in the last inspection.
131. Pupils with special educational needs are well supported in music lessons. The class teachers, as well as classroom assistants, provide additional help when necessary. Consequently, the pupils generally achieve well and make a worthwhile contribution to group compositions. Higher attainers often take a leading role in group work, which enables them to extend their achievements appropriately.
132. Pupils respond well to the subject and clearly enjoy music-making. In group work, in their lessons, pupils co-operate very well, they take turns and show encouragement for each other. A good number belong to the school choir that rehearses after school and sings with much enthusiasm.
133. The quality of teaching is satisfactory. Teachers have more than adequate musical skills and lead practical work with confidence. Tasks are set at an appropriate level. The content of lessons is well planned and aims are clear. Most lessons move at a satisfactory pace and resources are used well. Teachers use appropriate methods for music, but there could be a greater variety of activity in some lessons.
134. The scheme of work provides a good framework for the subject and good assessments are made of pupils' progress. The teaching is monitored by the class teachers, who work in partnership with the visiting teachers. Evidence of the use of information and communication technology in music was not seen during the inspection. In addition to the school choir, there is a recorder group. Twenty-two pupils have piano lessons and five would normally be learning the violin, but there is a vacancy for a peripatetic teacher at present. Within the constraints of a small school, good opportunities are available to extend gifted and talented pupils.

## **PHYSICAL EDUCATION**

135. It is not possible to make a judgement on standards and teaching of physical education because only one lesson was observed during the inspection. There were only a very small number of Year 1 pupils in this lesson; the rest were children in the Reception Year. However, from looking at the curriculum map and from discussions with the co-ordinator, provision for physical education is satisfactory and has improved since the last inspection.

136. Teachers make appropriate use, in their planning, of the national suggested guidelines for physical education. They also use the criteria from the programmes of study to assess individual pupil's attainment and progress, which further inform their planning. With the provision of the new hall, accommodation has improved and there is now space and equipment for teaching gymnastic activities. Outside facilities remain limited, however, because the school has no field and the playground is very small. No examples were seen during the inspection of work with information and communication technology in physical education.
137. The school makes good use of local facilities for physical education. For example, the older pupils visit a leisure centre to swim each week for a term and a half. Consequently, most swim the nationally expected 25 metres by the end of Year 6. Other local facilities are regularly used for teaching athletics and football. An after-school club has been set up for teaching general sports skills. It has been organised by the co-ordinator and run by a local authority sports coach. The school is also well supported by parents, who regularly help to coach some of the pupils. Management is good and the co-ordinator has a clear action plan for the development of the subject.