

## INSPECTION REPORT

### **CAMBELL INFANT SCHOOL**

Dagenham

LEA area: Barking and Dagenham

Unique reference number: 101186

Headteacher: Mrs M A Carnelley

Reporting inspector: John Messer  
15477

Dates of inspection: 25-28 November 2002

Inspection number: 246103

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
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Langley Crescent Dagenham Essex
Postcode	RM9 6TD
Telephone number:	020 8270 4620
Fax number:	020 8270 4603
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Wake
Date of previous inspection:	12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	Mathematics Art and design	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
A01311	Barry Wood	Lay inspector	Educational Inclusion	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
22274	Suzanne Gerred	Team inspector	The Foundation Stage English Design and technology	How good are the curricular and other opportunities offered to pupils?
10270	Sandra Teacher	Team Inspector	Science History Music Religious education Special educational needs	
15023	Ali Haoaus	Team inspector	English as an additional language Information and communication technology Geography Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

This school has 256 full-time pupils on roll and a further 54 children in the nursery who attend school on a part-time basis either for the morning or afternoon sessions. This school is bigger than most infant schools. It is situated in the middle of the largest local authority housing estate in Europe, which was built in the 1930s. A quarter of pupils are entitled to free school meals, which is above the national average. Around an eighth of pupils are from ethnic minority backgrounds. Just under a tenth speak English as an additional language and most of these are fluent in English-speaking skills. Less than a tenth of pupils, a below average proportion, are entered on the school's register of special educational needs because they need some extra help with their learning and five have Statements of Special Educational Need because they require considerable support. Children's attainment on entry to the nursery is below average and in speaking and communication skills it is well below. It is difficult to recruit teachers in this area.

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

This school provides a sound education for its pupils and provides satisfactory value for money. The pupils receive a good grounding in the basic skills of reading, writing and mathematics. As a result of the predominantly good teaching in the nursery and reception classes, pupils achieve well and are on course to attain standards that are broadly average by the end of the reception year. The teaching in Years 1 and 2 is always at least sound and pupils make satisfactory progress so that standards are average overall by the end of Year 2. The headteacher provides good leadership and has helped all staff to work closely together as a team, but her absence from school last year has meant that some important improvements still have to take place. The comparatively small number of higher-attaining pupils do not make as much progress as the others, and standards are weaker in some subjects than in others. The school has not been analysing performance data rigorously in order to identify areas for improvement.

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

- The school helps pupils to develop a good grounding in the basic skills of reading, writing and mathematics.
- Relationships throughout the school are very good and promote very good attitudes to learning.
- Governors and teachers work well together as they strive to improve the quality of education that the school provides.
- Pupils have an enthusiasm for learning; they are well behaved and are keen to do well.
- Children are given a good start to their education in the nursery and reception classes.
- The school ensures that pupils learn in a safe and supportive environment.

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

- The standards that pupils attain in speaking skills, in information and communication technology and in design and technology.
- The teaching for higher-attaining pupils so that they make better progress.
- The monitoring of teaching and learning and the analysis of performance data to identify areas for improvement.
- The breadth and richness of the curriculum.

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

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

Since the school was last inspected in January 1998, the proportion of pupils who attain the national target of Level 2 in national tests and assessments has increased in reading, writing, mathematics and science. The average standards in almost all the other subjects have been maintained. Until 2000, there was an improving trend in the school's performance in reading, writing and mathematics. National test results in 2002 were not as high as they were in 2000 because significant amounts of staff absence over

the past two years have disrupted the continuity of pupils' learning. Results in writing were improved from 2001 to 2002 because the school placed particular emphasis on improving standards in that area. The above average standards in physical education have been maintained but standards in information and communication technology, design and technology and in art and design are not as high as they were. The quality of teaching and learning has improved; there is now no unsatisfactory teaching and the significant proportion of very good teaching has been maintained. The key issues for action from the last report have been tackled and improvements have been made in the quality of pupils' writing, but a systematic approach to developing speaking skills has not been fully implemented. The curriculum has been reviewed and there is now an even stronger emphasis on teaching reading, writing and mathematics but the time left for other subjects is barely adequate. Overall, the degree of improvement is satisfactory.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	C	D	D	B
writing	C	E	D	C
mathematics	B	D	E	D

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

The school faces particular challenges caused mainly by the low level of language development demonstrated by a large proportion of pupils when they first enter the school. The standards attained by pupils currently in Year 2 are broadly average in reading, writing, mathematics and science. Although the proportion of pupils who attained the national target of Level 2 in the national tests in 2002 was above national averages in reading, writing and mathematics, the proportion who attained the higher Level 3 standard was well below national averages in reading and mathematics and below in writing. The school's overall performance when compared with all schools was, therefore, below national averages in reading and writing and well below in mathematics. However, when compared with schools that have pupils from similar social backgrounds the school's performance was above average in reading, average in writing but below average in mathematics. The statutory teacher assessments in science indicated that standards were above average in 2002. In 2000 the school received a School Achievement Award from the Department for Education and Skills in recognition of a significant improvement in its national test results. Children's achievement is good in the nursery and reception classes and most pupils are likely to attain the early learning goals in most of the areas of learning specified in national guidance; they are unlikely to attain the early learning goals in communication, language and literacy. Pupils' achievement, including the achievement of those with English as an additional language, is satisfactory in Years 1 and 2 and most attain average standards in most subjects. Generally, most pupils do as well as might be expected. Pupils with special educational needs achieve well and attain standards that are higher than would usually be expected but higher-attaining pupils could and should do better.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and try hard in all lessons. They work willingly and concentrate well.
Behaviour, in and out of	Good. Pupils behave well in lessons and at playtimes. Pupils are polite



classrooms	and co-operative.
Personal development and relationships	Good. Pupils work well in pairs and groups. They enjoy taking on responsibilities and the very good relationships help to promote a willingness to please.
Attendance	Unsatisfactory. Pupils like coming to school but too many attend irregularly and this prevents them learning as effectively as they should.

Pupils are confident and they work and play happily together. They are good at taking turns and are considerate towards the feelings of others.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	good	satisfactory

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

The quality of teaching overall is satisfactory but within this general picture there are significant strengths as well as several areas for development. The teaching of English and mathematics closely follows carefully structured programmes developed by the local education authority. These programmes are designed to enable all pupils to attain nationally expected standards in reading, writing and number work. Under this system, pupils with special educational needs do particularly well. English and mathematics, as well as skills associated with literacy and numeracy, are taught well. Opportunities are missed to offer pupils opportunities to practice numeracy skills in other subjects. Work is not always sufficiently modified to match the learning needs of higher-attaining pupils. As a result, these pupils do not always achieve as well as they should. The teaching of pupils with special educational needs is effective and these pupils achieve well. The support for pupils with English as an additional language is appropriate and these pupils make sound progress in developing speaking, reading and writing skills in English. The school does not identify pupils who may be particularly gifted or talented. Teachers manage pupils very well so that pupils are keen to please and eager to learn. Pupils demonstrate very good levels of interest in their work and concentrate hard on the tasks they are set.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, but the strong emphasis placed on developing literacy and numeracy and the amount of time spent on these areas of the curriculum results in superficial coverage of many of the other subjects.
Provision for pupils with special educational needs	Good. Pupils are given good support because classroom assistants make a strong contribution to pupils' learning.
Provision for pupils with English as an additional language	Satisfactory. Pupils who are at an early stage of acquiring English-speaking skills are given appropriate support but there is insufficient recognition of their learning needs in teachers' planning and assessment of their progress is underdeveloped.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Provision for social development is very good and it is good for moral development, satisfactory for spiritual development but unsatisfactory for cultural development and in preparing pupils to understand the nature of the multi-cultural society in which they live.
How well the school cares for its pupils	Good. Staff have a thorough knowledge of all their pupils and provide a supportive, safe and caring learning environment.

The school endeavours to build a partnership with parents and parents are pleased with the education provided. However, a minority of parents find it difficult to support the school consistently by making sure that their children attend regularly and arrive at school on time. Although teachers' planning confirms that the statutory requirements of the National Curriculum are taught, coverage is patchy and subjects are not always taught in sufficient depth. Links with the junior school are strong and this helps pupils when they move to Year 3.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and is supported well by the deputy headteacher. Subject co-ordinators manage their areas of responsibility satisfactorily but they do not all monitor and evaluate provision systematically in order to identify areas for improvement.
How well the governors fulfil their responsibilities	Good. Governors are closely associated with the school and have a good understanding of its strengths and weaknesses. The chair of the governing body provides able support.
The school's evaluation of its performance	Satisfactory. The school analyses its performance in tests and identifies areas of weakness but there is scope for improving the monitoring of teaching and learning in order to identify areas for improvement.
The strategic use of resources	Satisfactory but computers are not used sufficiently to support teaching and learning.

As at the time of the last inspection, the accommodation is barely adequate. The school makes good use of the junior school's computer suite and the swimming pool. Resources are maintained at levels that are sufficient to support teaching and learning satisfactorily. The governing body evaluates provision carefully and ensures that the principles of best value are well applied to the decision-making process. Allocations of money are used prudently and the governing body has accrued a substantial reserve that is earmarked to repair the flat roof, replace rotten windows and improve the front porch.

## 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>• Children like school and make good progress.</li><li>• They would feel comfortable about approaching the school with questions or a problem</li><li>• The teaching is good and pupils are well behaved.</li><li>• They are kept well informed about how their children are getting on.</li><li>• The school expects children to work hard and achieve their best.</li><li>• The school is well led and managed.</li><li>• The school helps children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons.</li></ul>

The inspection team largely agrees with parents' comments. There are no after-school clubs, as is common to schools of this type, and opportunities to enrich learning experiences outside the classroom are insufficient.

## **PART B: COMMENTARY**

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

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

*'Standards', the judgement of how well pupils are doing compared to others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the Early Learning Goals as 'expected' at certain ages. The other judgement, 'achievement', is a judgement made against pupils' starting points. The achievement judgement shows whether, in the longer term, enough progress is being made.*

1. The good teaching in the nursery and reception classes helps children to achieve well so that most are likely to meet the early learning goals in most of the areas of learning by the end of the reception year. Many children enter the nursery with speaking skills that are well below average and, although they achieve well, most are unlikely to attain the standards normally expected for children of their age before they transfer to Year 1. In both the nursery and reception the good level of personal attention provided, together with targeted support, ensures that children with special educational needs and English as an additional language make the same progress as other children.
2. Pupils' achievement in Years 1 and 2 is satisfactory in most subjects and it is good in English. By the end of Year 2, most pupils attain average standards in most subjects. This is a similar picture to that described at the time of the last inspection. As a result of the well-structured teaching programme for English, pupils achieve well and a significantly higher proportion of pupils than in 1997 now attain the national target of Level 2 in reading and writing. The good teaching in English includes additional support in phonics for lower-attaining pupils and extra lessons in writing for the higher-attaining pupils in Year 1. This is beginning to raise achievement and improve the standards that pupils attain. The introduction of a similarly well-structured programme for teaching mathematics has not had such a marked impact because the absence of key staff led to insufficient monitoring of standards in this subject. As at the time of the last inspection, standards in physical education are above average but the above average standards reported in art and design and information and communication technology have not been maintained. National expectations of the standards that pupils should attain in information and communication technology have increased considerably and the school has not kept up with the changes in the standards expected.
3. Although the percentage of pupils who attained the national target of Level 2 in national tests and assessments in 2002 was above national averages in reading, writing, mathematics and science, the proportion who attained the higher Level 3 standard was well below the national average in reading and mathematics and below average in writing. The school's overall performance when compared with all schools was, therefore, below national averages in reading and writing, and well below it in mathematics. However, when compared with schools that have pupils from similar social backgrounds, the school's performance was fairly typical overall - above average in reading, average in writing and below average in mathematics. The school's performance in national tests has dipped over the past two years. This is because significant amounts of staff absence have disrupted the continuity of pupils' learning. Inspection findings indicate that the group of pupils currently in Year 2 are likely to attain average standards in reading, writing, mathematics and science by the end of the school year. Although teacher assessments indicated that the school's performance in science was above average in 2002, the work currently produced by pupils in Year 2 indicates that standards are average and that higher-attaining pupils are not reaching the standards that they should. Overall, the school's performance represents good value added in the Foundation Stage because children enter the nursery with standards that are generally below average and by the time they leave the reception class most attain standards that are at least average in most areas of learning. The average standards are maintained through Years 1 and 2 and this represents sound value added.

4. Many children enter the school with poorly developed speaking skills. This was identified as an issue at the time of the last inspection. Teachers now have a heightened awareness of the need to extend pupils' vocabulary and to improve speaking skills but further work is needed. In many lessons, it was clear that many pupils found difficulty in framing questions and in answering the teachers' questions. During a discussion in Year 1 on the arrival of one pupil's new baby sister, for example, one boy wanted to know how old the baby was and asked, "How many is she?" In a science lesson in Year 2, pupils successfully created electrical circuits but when asked at the end of the lesson to describe how a circuit works, they were at a loss. Pupils are not as articulate as most pupils of their age and this is still an area for development.
5. Most pupils have positive attitudes to reading and enjoy books. They love hearing stories and listen attentively when teachers read to them. By the end of Year 2, most pupils read with a reasonable degree of fluency but many have a limited vocabulary and therefore find difficulty in reading unfamiliar words. Pupils have an enthusiasm for number work and achieve well in this aspect of mathematics. They count to 100 with ease and enjoy deducing what the missing numbers are in a hundred square. They have a good understanding of addition and subtraction. Pupils in Year 1 demonstrated secure knowledge of the names of common two and three-dimensional shapes. However, they have too few opportunities to practise their number skills in practical situations, such as accurate measuring in design and technology, for example. Pupils' achievement in science is satisfactory and most have a sound understanding of the different strands of the subject. They demonstrated a clear understanding of electrical circuits and also a good appreciation of the dangers associated with electricity in the home.
6. Pupils with special educational needs achieve well and attain standards that are good in relation to their prior levels of attainment. Although the achievement of these pupils is good overall, their learning in some lessons is constrained when work is not well matched to their specific needs and when there are no support staff present. In the whole-class lessons in English and mathematics they are swept along with the rest of the class. The principle of 'catch up and keep up' is effective because classroom assistants do a good job in helping those who are slower to understand ideas.
7. The majority of pupils with English as an additional language achieve satisfactorily in Years 1 and 2. The small number who enter the school still at early stages of acquiring English make good progress and most attain nationally expected standards by the end of Year 2.
8. Overall, the school succeeds in giving pupils a good grounding in basic skills. Learning programmes for reading, writing and mathematics are suited to most pupils' needs. The next stage is to ensure that the small number of pupils who enter Year 1 with higher standards are fully challenged and make as good progress as the lower attainers.

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

9. The good behaviour and positive relationships reported at the time of the last inspection have been maintained and pupils' attitudes to learning, including the attitudes of those with special educational needs, have improved; they are now very good. Pupils' personal development was satisfactory and is now good. The school has established an orderly community and a purposeful teaching and learning environment. It makes no concessions to pupils' disadvantaged backgrounds within the local community, and treats all pupils equally and with respect. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are highly motivated, keen to learn and this significantly contributes to the progress they make. Most parents realise that the school has improved the behaviour and maturity of their children, even though a few can be critical of aspects of playground behaviour, such as excessive boisterousness.
10. For their age, children in the nursery and reception classes have very limited experiences of the world around them, and many have poor social and speaking skills. Initially, a small minority of children lack independence in achieving personal tasks, although the caring staff quickly develop hygiene routines. Children soon adjust to school procedures and manage well without the direct support of their parents. They make rapid progress in many aspects of learning and social

development. As their enthusiasm for school develops, they join in activities and participate well in the classroom. They listen well to their teacher and enjoy singing nursery rhymes and songs. In the reception class they show increasingly good attitudes and behaviour, and start to build very confident relationships with each other, even when speaking difficulties remain problematical. They respond well to teaching and listen well. Children are sensible and very few show any tantrums or poor behaviour.

11. Pupils are happy to attend school and most pupils wear the school uniform with pride. They have very good attitudes to school. Pupils, including those with special educational needs and with English as additional language, enjoy their lessons. They want to please their teachers by listening carefully and by participating willingly in activities. Even when teachers can be over-prescriptive, they sit well for long periods of time without undue restlessness and sustain their concentration well. They confidently participate in discussions, although limited vocabulary and poor speaking skills adversely affect the pace of learning and the development of ideas. They enjoy music and art but opportunities are missed in these subjects to extend pupils' cultural development which remains underdeveloped. There are few planned opportunities to enhance spiritual development and so pupils' experiences of spirituality are limited. Their very good attitudes ensure that they undertake routines eagerly and help the school to operate smoothly.
12. The behaviour of the pupils is good. The behaviour of pupils improves as they move through the school. In Year 1 there were isolated incidents of silly behaviour that threatened the pace of lessons but this was usually associated with teaching methods that provided few opportunities for active learning. Teachers have good control. Older pupils in particular are gaining an awareness of self-discipline, which has a good influence on pupils with challenging behaviour. Behaviour around the school is orderly and calm, particularly in assemblies. There is excessive noise in the dining room because the acoustics are bad and the environment is unsuited to its social function. The seating arrangements are unsatisfactory and the room is an unpleasant place in which to eat. Inappropriate behaviour occasionally occurs in the school playground and is usually associated with pupils acting out scenes of fighting from television, becoming involved in energetic chase games or disagreeing about taking turns. Neither bullying nor swearing was observed and these are not characteristics of the pupils. There has not been any theft or racial incidents, and the school has not needed to exclude any pupil during the last three years.
13. The quality of relationships is very good and a strength of the school. The relationships between the staff and pupils are consistently very good and support pupils well. Staff are very good role models and pupils value the trust, empathy and care that they are given. Teachers encourage pupils to work together in pairs or groups and to listen to each other. Even where speaking ability is limited, pupils from an early age are encouraged to value each other's opinions. Pupils warmly applaud the efforts of others in 'celebration assemblies' or in classroom activities. Pupils form good friendships and gender and racial differences are irrelevant. Boys and girls eat and play amicably together but younger boys' relationships can be made more difficult by overly robust behaviour or lack of social skills. Pupils are welcoming to visitors, and pupils try hard to be polite.
14. Pupils' personal development is good. Children make rapid strides in personal development in the nursery and reception classes and this is maintained in Years 1 and 2. Staff concentrate on building pupils' self-esteem within a secure and caring school community. They consistently try to raise pupils' confidence and maturity through a developing personal, health and social education programme and good assemblies. Pupils are made aware of health and safety in lessons, so that they can react safely in the school and the outside world. However, opportunities for research and independence when learning are not strong features of the school, and pupils have little awareness of any personal targets for improvement. Pupils help in the classroom and around the school, and pupils of the 'Cambell Committee' have status and responsibilities during the period that they serve. Pupils are gaining an awareness of people less fortunate than themselves through charity work. They look after the classroom resources well and they tidy their classrooms and cloakrooms conscientiously.
15. Attendance is unsatisfactory in comparison with national norms, despite a consistently improving trend since the last inspection. In comparison with other primary schools in the area, the school

achieves a good performance. One in four pupils achieve excellent attendance. However, one in four pupils have poor attendance. Poor attendance inhibits their achievement. The school has made good progress in reducing unauthorised absence, but authorised absence is still above average. The school discourages parents from taking their children away on holiday during term time and has been successful in keeping absence that results from holidays within reasonable limits. Some parents and pupils find it difficult to come to school on time but this does not affect the smooth start to the school day. Punctuality throughout the rest of the day is satisfactory.

16. Registers are completed properly and the registration period is carried out calmly and politely. The school is making increasing use of analyses of attendance and punctuality data for monitoring purposes, as it extends the use of computerised systems.

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

17. The quality of teaching is satisfactory. The proportions of very good, good and satisfactory teaching are very similar to those reported at the time of the last inspection but now there is no unsatisfactory teaching in the lessons seen, which is an improvement. The teaching of English and mathematics has improved; it was satisfactory and is now good. Teaching for children in the nursery and reception classes is predominantly good and in Years 1 and 2 it is satisfactory with many strong features. The teaching of reading, writing, mathematics and physical education is good. The teaching of information and communication technology is unsatisfactory because computers in classrooms are not used enough and the skills that pupils learn in the computer suite are not practised back in class. Teaching in all the other subjects is satisfactory, except for art and design and design and technology, where there was insufficient evidence available to make judgements about the quality of teaching. Literacy skills are taught well and pupils' reading and writing are sufficiently well developed to enable them to read and write effectively in other areas of the curriculum. However, opportunities for pupils to practise their reading and writing in other subjects, such as religious education, are limited. Although the school places considerable emphasis on developing pupils' speaking skills there is no systematic programme designed to improve speaking. As at the time of the last inspection, this is an area for development. Basic numeracy skills are taught well but there are too few opportunities for pupils to use their skills in other subjects, such as design and technology, and in purposeful activities, such as cooking.
18. Throughout the school relationships between pupils and teachers are very good. This helps pupils to feel secure in their learning and comfortable about asking questions if they are unsure about anything. These very good relationships help to build pupils' confidence. Teachers are hard working; lesson planning and preparation are thorough.
19. The teaching of pupils with special educational needs is good. Good support is provided by learning support assistants who are experienced and well trained. Lesson plans are clear, indicate what is to be learnt and show how the lesson is to be structured. They do not give details of how work will be modified to match the learning needs of pupils with individual education plans. As a result, the progress of those pupils is heavily dependent on appropriate support being given by adults and in those lessons where pupils do not receive direct adult support, they find it difficult to complete the tasks.
20. Generally, classroom assistants make a strong contribution to the quality of pupils' learning. They have a good understanding of what is being taught in each lesson and are acutely aware of those pupils who may need support. They are particularly effective when supporting lower-attaining pupils as well as those with special educational needs. However, there are occasions when they spend a long time listening to teachers' introductions and explanations rather than being actively involved in supporting pupils' learning. Teachers have adequate knowledge of the subjects they teach but several lack confidence in information and communication technology. Routines are well established and teachers' classroom management is very good.
21. The lessons seen for the children in the nursery were always at least satisfactory and in almost all lessons they were good. The lessons seen in the reception classes were always at least satisfactory; they were good in over a half of lessons and very good in nearly a quarter. Teachers

satisfactorily assess how well children are doing and make appropriate use of this information to guide children's next steps in learning. There is very good deployment of nursery nurses, whose care and commitment is evident in their dealings with these young children. They reinforce teaching points effectively and provide good support both in whole-class, group and individual activities. The teachers' very good management of children ensures a calm, happy working atmosphere within stimulating, attractively presented and well-resourced learning environments.

22. In the Year 1 classes nearly a quarter of the lessons seen were good and an eighth were very good. In Year 2, over a third of lessons were good and nearly a fifth were very good. The school has adopted the local authority's well-structured teaching programmes to guide the teaching of English and mathematics. These are used well and promote pupils' good achievement in these subjects. Handwriting is taught thoroughly. In one very good lesson, the teacher emphasised the correct pencil grip and posture as well as using the white board well to demonstrate correct letter formation. Technical language, such as 'ascenders' and 'descenders', is used accurately. Humour is used well as, for example, the teacher's description of 'floaters' to describe letters that do not stick to the line. In one very good English lesson, effective links were made with work in science. The lesson was about how to write precise instructions in a clear sequence. The pupils were asked to write instructions for creating an electrical circuit to make a bulb light or a motor work. This was highly appropriate as they were all familiar with the processes involved after a recent science lesson. In many of the lessons seen, pupils were given too few opportunities to use their initiative. Many lessons are over directed by teachers; the teachers talk and the pupils listen. The pupils listen well but opportunities for them to take an active part in discussions, to experiment and explore and to participate in practical activities are infrequent. Opportunities are missed to extend pupils' knowledge of words. In an art lesson, for example, pupils were asked to draw different materials but the names of the materials, suede, velvet, hessian, gauze and velvet, were not mentioned or written anywhere to consolidate pupils' spelling. The hexagonal pattern in the gauze was not noted.
23. Higher-attaining pupils are not always presented with sufficient challenge and all too often their particular learning needs are not recognised. In one science lesson, for example, the higher-attaining pupils quickly grasped how a circuit should be completed and finished their work quickly but then had to wait for the lower-attaining pupils to finish. The pace of their learning did not match that of the others.
24. Support for pupils with English as an additional language is satisfactory. This is mainly because lessons are often structured carefully for the benefit of all pupils and key learning points are rehearsed and revisited at the end of lessons. Occasionally, pupils are targeted within groups along with others who need support. However, the needs of these pupils are rarely identified in teachers' planning and are not consistently addressed. Furthermore, there is only limited background information about pupils' first languages and no records of their literacy skills which could be used positively to support planning and teaching.
25. Good liaison with the junior school ensures that the pupils continue to follow the programmes for teaching English and mathematics when they transfer at the end of Year 2. As they are already so familiar with the learning processes that are included in the programmes, their learning continues along the same lines.

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

26. The school follows national guidance in planning provision for children in the Foundation Stage. The quality and range of learning opportunities in the nursery and reception classes are good. Together with good teaching, these opportunities give children a strong start to their education and support them well in making effective progress. Activities are well planned and have a clear purpose. The 'stepping stones' to be achieved in learning are clearly identified. However, activities are often planned with an emphasis on what resources will be provided rather than on what children are expected to learn when they choose them. The provision for children with special educational needs and with English as an additional language is good in the nursery and reception



year. This is because their needs are identified at an early stage and they are well supported to make good progress.

27. The range and quality of learning opportunities in Years 1 and Year 2 are satisfactory overall. All the required subjects of the National Curriculum are taught and requirements are met for religious education. There is a strong emphasis on developing literacy, numeracy and physical education, which are particularly relevant to the needs of pupils in this school. Consequently, pupils have a good grounding in basic skills, achieve well in these subjects and most pupils attain the standards expected for their ages when they leave the school at the end of Year 2. However, the amount of time spent on these areas of the curriculum results in superficial coverage of other subjects and the bare minimum of work is covered to meet statutory requirements. This is particularly significant in design and technology and information and communication technology where it leads to standards that are below average.
28. There are suitable policies for all subjects and learning opportunities are planned satisfactorily. However, some policies pre-date the revised National Curriculum in 2000 and there is inconsistency in the quality of the planning frameworks which teachers use to plan their lessons. The school has regard to the newly published locally agreed syllabus for teaching religious education but not enough attention has yet been given to ensuring that there is sufficient progression from Year 1 to Year 2, particularly when studying religious festivals. An effective feature of lesson preparation is that teachers in year teams plan together. This ensures consistency in lesson content across classes in the same year group.
29. The school follows the local education authority's strategies for teaching English and mathematics. The learning opportunities provided ensure that pupils make good progress in the basic skills of reading, writing and numeracy as they move through the school. The strategies are particularly effective in ensuring that the majority of pupils, including those with special educational needs and those with English as an additional language, reach the nationally expected standards by the end of Year 2. However, the structure does not help teachers to respond sufficiently to the needs of those pupils with the potential for higher attainment. The school recognises this, and has begun to give the highest-attaining pupils in Year 1 a programme of extra work three times each week in order to develop better skills in writing. This is beginning to have an impact on standards in Year 1. There are limited opportunities for pupils to practise reading and writing skills in other subjects but there is considerable scope to extend this. There are too few opportunities for pupils to practise numeracy skills in subjects, such as geography, science and design and technology.
30. A key issue at the last inspection was for the school to teach pupils to speak more clearly and confidently. The school has partially addressed this issue by adopting the authority's literacy strategy, which includes guidance on providing opportunities for pupils to develop speaking and listening skills within literacy lessons. However, it has not developed a systematic, whole-school approach to teaching speaking across all areas of the curriculum. This means that not enough pupils achieve the expected standards by the end of Year 2.
31. The provision for information and communication technology is unsatisfactory. The specific learning opportunities in the computer room are good but the skills that pupils learn there are isolated from the rest of the curriculum. Insufficient opportunities are provided through other subjects for pupils to use and develop their skills in information and communication technology, although this is inconsistent across subjects and classes. In music, for example, there is very little use of new technology to support pupils' learning.
32. The provision for pupils' personal, social and health education is satisfactory. Currently, sex education is not taught other than those elements that are taught through the science curriculum. However, the governing body has recently agreed to adopt the local education authority's planning guidance for personal health and social education, which includes sex education. Effective provision is made for pupils to learn how to keep safe in a range of situations. 'Circle time', a special time when pupils sit together in a circle to discuss important issues, provides satisfactory opportunities for pupils to express their thoughts and feelings and listen to what their classmates

have to say. Satisfactory use is made of external provision, such as visits from the police and the school nurse to develop pupils' awareness of health and safety and environmental concerns.

33. Good attention is paid to ensuring that all pupils have equal access to the learning opportunities provided. There has been good improvement since the last inspection in ensuring that children in the reception classes have equal access to the school's planned curriculum for the Foundation Stage, including the provision of outdoor play. Pupils with special educational needs receive good support that enables them to gain access to the same curriculum as others.
34. The provision for pupils with English as an additional language is satisfactory. These pupils are fully integrated and participate in all activities on offer. However, opportunities are not always identified to affirm, celebrate and draw on pupils' cultural and linguistic knowledge. There are few attempts to invite parents and members of the local community into school to discuss the languages represented in the area.
35. There are no after-school or lunchtime clubs as is common to schools of this type. A limited number of visits take place, particularly in the summer term. However, few of these are linked to learning in specific subjects. Some use is made of visitors, such as the police, dentist, school nurse and fire brigade, to broaden the curriculum. On the whole, opportunities to enrich learning experiences outside the classroom are unsatisfactory.
36. The overall provision for pupils' personal development is satisfactory. Strong attention is given to their moral and social development, with satisfactory provision for their spiritual development. However, the provision for cultural development is unsatisfactory. Pupils gain insights into the beliefs and values of Christianity and other world religions in religious education lessons and assemblies. For example, in one assembly pupils were helped to learn about the Jewish Festival of Hannukah. Assemblies normally include a brief time for prayer, often based on a weekly theme. However, there is little evidence of pupils having time for personal reflection or stillness. Personal, social and health education and 'circle times' provide a climate in which pupils can respect others and be respected.
37. There are occasions when pupils experience spontaneous amazement and wonder in lessons. In a reception class, for example, children were amazed as they watched paint colours change as they mixed them together. One child's eyes lit up as she exclaimed that she had made brown. On the whole, however, there are too few planned opportunities for pupils to wonder at and be amazed by natural phenomena or to emphasise human achievements across the curriculum such as in science, art and design, music and literature.
38. The principles that distinguish right from wrong are taught effectively. The school has successful systems for rewarding good behaviour and raising pupils' self-esteem, as well as clear sanctions that apply to inappropriate behaviour. Clear rules are displayed around the school and in classrooms. A weekly assembly is used well to reward good work and behaviour and pupils are given stickers and certificates. As a result, most pupils have a good understanding of the difference between right and wrong and demonstrate this in their behaviour throughout the school. Teachers and other support staff are good role models for behaviour towards others. Personal, social and health education lessons provide good opportunities for pupils to discuss wider moral issues. For example, pupils in Year 2 discuss alternatives when making decisions about the 'right thing to do.'
39. Very good opportunities are provided for pupils to develop socially and to increase their understanding of living in a community. Within their classrooms, pupils from the nursery onwards are encouraged to take responsibility and to help each other. Older pupils have added responsibilities by becoming members of the 'Campbell Committee'. They act as monitors, undertake jobs around the school, help other children in the playground and wear their special badges proudly. Pupils develop an awareness of social responsibility by helping others through harvest gifts and collections for children in other countries.

40. The provision for pupils' cultural development is unsatisfactory overall. There is limited use of visitors, such as musicians, authors, artists and theatre groups and of visits in supporting pupils' awareness of national heritage and culture. There are few visits arranged to support the work in history, geography, religious education and art. Pupils have satisfactory opportunities in subjects, such as religious education, to study aspects of different faiths and some of the traditions associated with them. Nevertheless, not enough use is made of literature and subjects, such as art and music, to develop pupils' awareness of different cultures and traditions. The content of the curriculum overall does not sufficiently reflect the rich cultural diversity found in Britain. The contribution made by the community to pupils' learning is satisfactory. The school's links with local businesses and with parents bring additional resources and sponsorship.
41. The school has good links with other schools and partner institutions, including its neighbouring junior school, which offers facilities for swimming and use of its computer suite. These examples aid transition well and have a positive effect on pupils' learning. The school participates with other local schools in dance and drama and in music festivals. There are other informal links with feeder playgroups.
42. Provision for pupils with special educational needs is good overall. The pupils are well cared for by the support assistants who work closely with class teachers. As a result, they know the pupils very well. The school works closely with 'The Acorns', which is a local centre for pupils who need extra support and is part of the local 'Early Intervention Project'. The school identifies a small number of its pupils who attend classes in the 'The Acorns' for a part of each week. Basic skills of numeracy and literacy are well taught and most pupils reach expected standards by the end of Year 2. However, the class teachers do not always use the information in pupils' individual education plans when planning lessons. This means that pupils' progress towards the targets described in their individual education plans is not always as rapid as it could be when support assistants are not present. Support assistants are not trained to observe children's learning as they work with them in order to record their responses so that teachers can evaluate the effectiveness of teaching for these pupils. The co-ordinator is working to revise the policy and practice to meet the requirements of the new nationally agreed Code of Practice for these pupils. There is no bias displayed by the school towards any group by virtue of their background or current performance.
43. In English, the school analyses its national test results and uses the analysis to identify groups of underachieving pupils who need extra support. This is a good instance of how the school modifies its curriculum to meet pupils' specific learning needs. However, such good practice is not well developed for different groups of pupils throughout the curriculum. Although the school is not making sufficient use of performance data to analyse trends in performance for different groups within the school, indications are that there is no significant difference in the performance of boys and girls. They are equally challenged to take part in all school activities. Although some teachers' planning identifies separate additional work for higher-attaining pupils, this is not yet a consistent feature in all classes and the needs of these pupils are not being fully met. The school has not identified any pupils with exceptional abilities in specific areas of the curriculum or in activities, so that it is unlikely that the school is meeting their individual needs if they are present.

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

44. The school has maintained good provision since the last inspection and has strengthening aspects, such as child protection and behaviour and welfare procedures. Although health and safety procedures and the monitoring of the personal development of pupils are currently satisfactory, they have had little development since the last inspection. The procedures for monitoring and supporting pupils' academic progress are underdeveloped.
45. The headteacher and staff are mindful of the community that the school serves, and conscientiously try to satisfy the concerns of parents. The staff are committed and dedicated to the welfare and education of the pupils. They provide stability and a supportive learning environment. The headteacher and staff show a quiet determination to promote pupils' welfare. The headteacher has gained parents' confidence, through her sensitive pastoral work, which can

involve the whole family. The staff have a thorough knowledge of the individual pupils and their families, and this greatly contributes to pupils' learning, personal development and maturity, and is appreciated by parents.

46. The monitoring of the personal development of pupils throughout the nursery and reception class is good, with well-documented procedures that produce accurate assessments. However, for pupils in Years 1 and 2, procedures are unsatisfactory as they often rely on anecdotal evidence. Informal procedures are too dependent upon experienced staff having a thorough working knowledge of pupils. There is no current whole-school system for recording data about personal development, and information is passed verbally between teachers at the end of the school year.
47. The school has a good range of support, guidance and welfare policies, which have been regularly updated by the governing body, and give positive guidance. Policies are implemented consistently across the school. The school nurse gives valuable help to pupils through medical checks and health education, and assists the school with staff training and child protection. Although pupils' speaking skills can be limited, the school has been unable to gain the services of a speech therapist for specific problems.
48. Child protection procedures are detailed in an updated policy and are very good. The school is very vigilant, and is well supported by a number of outside agencies. All staff, including the headteacher, have undertaken recent refresher training.
49. The procedures for monitoring and promoting behaviour are good. The school has high expectations of pupils' behaviour, and teachers control pupils' behaviour and raise their self-esteem well, particularly within the classroom. The school's rules are displayed clearly in classrooms and around the school. However, pupils have few opportunities to contribute to the formulation of these rules. There is a good definition of rewards and sanctions, which staff apply fairly and pupils understand well. There has been little need for sanctions. Any inter-personal problems are anticipated and managed well by staff. The school occasionally collects information about a pupil's behaviour but does not undertake any analysis of whole-school behaviour to shape future strategies and tactics. Pupils' good behaviour is sometimes less obvious in the playground, where supervision can be less intense.
50. Parents realise that the school wants to improve attendance and punctuality, and procedures for monitoring and improving both areas are good. There is a good attendance policy. Parents are informed of their statutory obligations and given a three-year overview of attendance performance. The majority of parents respond well but some parents find it difficult to maintain the regular commitment required to achieve good attendance. The headteacher is proactive in engaging parents, either in the school playground or by telephone, where there is unauthorised absence. The school gives attendance certificates, and extra incentives are promoted well. The phrase, 'better late than never' has encouraged some parents to make the extra effort.
51. Health and safety procedures are satisfactory but there is a lack of rigour in the records of safety inspections. The school provides a safe and secure environment for all pupils and staff. However, the very high minor accident rate is not analysed to determine the main causes, although it appears to be due in part to the cramped outside play areas. There is a sufficient number of qualified first aiders, but first-aid facilities are barely adequate and the corridor has to be used as a medical room. Pupils learn about health and safety principles in the home and at school through the school's personal health and social education provision, and during lessons where necessary. The careful handover of pupils to parents at the end of the day is a distinctive feature of the school. The school administrative team use computers well to update basic information on pupils, and this is sufficiently accurate and detailed to be used in any medical emergency. Procedures for dispensing medication are thorough and controlled well.
52. Procedures for assessing pupils' attainment and progress are satisfactory. Satisfactory procedures are in place in the nursery and reception classes for evaluating children's attainment in all areas of learning. An initial assessment is carried out just after children's entry to the nursery and at the start of the reception year. The information helps to identify pupils with special

educational needs and those who are working at an above average level. However, the language and learning needs of pupils with English as an additional language are not systematically identified through initial assessment and target setting. In both the nursery and reception classes, satisfactory records about pupils' achievements are kept and updated regularly.

53. There are good systems for assessing pupils' attainment and progress in English and mathematics and satisfactory procedures in science. In addition to the statutory tests in Year 2, there are tests built into the programme for teaching for mathematics, and samples of pupils' work are regularly checked by subject co-ordinators both in mathematics and English. The findings are used satisfactorily to make adjustments to the curriculum and to identify areas for school improvement. Samples of pupils' work in English and mathematics are used satisfactorily by teachers to make judgements about standards. Results of spelling and reading tests are analysed and used appropriately to identify pupils who need further support. The school possesses considerable evidence about the attainment of pupils, both from its own procedures and through the information provided by the national tests. However, too little use is made of this information to check and support pupils' academic performance either as individuals or as groups, such as boys and girls, those with English as an additional language or special educational needs. There is insufficient analysis of data to track the progress, or lack of it, of individuals and to make predictions of what they ought to achieve based on information from initial assessment on entry to the school. Little assessment takes place in subjects other than English and mathematics, which means that there is insufficient information to pass on to the next teacher to help them plan pupils' next steps in learning. There are no adequate whole-school procedures to ensure that when a topic is revisited in another class, that the work will be set at a more demanding level. This was particularly evident in religious education seen during the inspection. In lessons about the Jewish Festival of Hannukah, for example, seen in both Year 1 and Year 2, there was no difference in the level of work set or in the depth of study between the two age groups.
54. Pupils with special educational needs receive sound standards of care. Individual education plans are satisfactory, and parents are given copies for information on a termly basis. However, parental involvement is limited. The school has made too little progress in agreeing both individual and group targets between teachers and pupils. The support assistants are often not involved in contributing to assessments to inform future planning. This is a barrier to progress as the pupils have to wait for the termly review meetings before their targets are changed.
55. Procedures to introduce new children to the school are very good and informative. Staff undertake home visits, as well as welcoming parents and pupils to the nursery and reception class before children start school officially. The school has good relationships with the junior school and guides parents and pupils through transfer without anxiety.

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

56. The last inspection report indicated that, although parents were generally satisfied with the contact and communications with the school, the partnership with parents required strengthening. However, despite an awareness that the partnership with parents holds the key to improving and consolidating pupils' standards, the development of links with parents has been slow. All aspects of the partnership remain at a satisfactory level, however, and parents' views of the school have shown some improvement.
57. Around a quarter of parents support the school well, whilst a majority of parents support the school but on their own terms. Relatively few parents answered the pre-inspection questionnaire, and a small minority attended the meeting for parents. A substantial number of interviews with individual parents were conducted in the school playground during the inspection. It is clear from this evidence that the degree of satisfaction with the school has risen and is now good. However, one area of significant dissatisfaction that remains involves the range of activities outside lessons that is provided by the school. This aspect of the school's provision is unsatisfactory as there are too few visits to places of interest, and little use is made of the grounds as a learning resource.

58. The effectiveness of the school's links with parents is satisfactory. Despite the lack of a policy, the aims of the school generally indicate that the school wants to encourage parental involvement in their child's learning. The headteacher has established links with a majority of parents, but recognises that there is a significant minority of parents who are 'hard to get at'. At either end of the day, the headteacher and staff frequently talk to parents, although this is outside the school building, even in inclement weather. Parents are frequently invited into the school for informal discussions. The school has plans to build a new entrance hall in the near future and this is designed to include better facilities for parents to talk with staff. However, parents feel that the school is approachable, and that the school listens effectively. Experienced support staff have considerable knowledge of some families and this helps to break down any barriers to communication.
59. Parents express an interest in safety and security issues and the headteacher is successful in calming their concerns. Very few parents help in school. The 'Friends of Cambell School' are enthusiastic and receive support from the majority of parents at the main fund raising seasonal events. They also concentrate on running events for pupils.
60. The quality of information for parents is variable but satisfactory. Both the school prospectus and the annual governors' report to parents have minor omissions of material required by law. Written communications to parents, including newsletters, are sufficient. The annual reports to parents on their children's progress are informative although the computerised statements tend to depersonalise them. English and mathematics are reported on in greater detail than other subjects. Reports contain little feedback on performance against past targets and future targets are not identified. Reports do not ask for parental feedback, or give pupils the opportunity to state their views regarding their performance during the school year. Notice boards are informative and have topics of interest for parents.
61. The growth of the educational partnership is satisfactory. Parents have signed a home-school agreement but some parents do not always comply in helping the school to improve its attendance and punctuality. The school uses pupils' reading diaries well to inform parents of homework - usually spellings or reading - and to act as a means of dialogue with parents as and when necessary. Information for parents on the mathematics programme is good. The school tries to gain the interest of parents by organising information evenings on mathematics and English, and is running adult education courses for about 20 parents. Most parents turn out for information evenings on pupils' progress, and the school follows up parents who do not attend. There is a satisfactory collaboration with the parents of pupils with special educational needs or with English as an additional language. Parents of pupils with special educational needs are invited to review meetings and each term they are given copies of their child's individual education plans for information but there is little parental involvement in the development of targets. Parents are invited to review meetings. Parents are not asked to sign review documents so there is no official record of their involvement.

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

62. The headteacher provides good leadership and has successfully built a hard-working team of teachers and support assistants who share a commitment to improving provision and raising the standards that pupils attain. The headteacher is supported well by her deputy and subject co-ordinators who strive to improve pupils' learning experiences. The headteacher was absent from the school for much of the last school year because her services were required to manage another school in the Borough. The deputy headteacher stepped in to fill the breach but this had the knock-on effect of leaving a vital gap in the teaching force in Year 2. A temporary teacher was employed but the continuity of pupils' learning was disrupted and this adversely affected the standards that pupils were able to attain and the school's performance in national tests. The headteacher's absence also contributed to a lack of rigour in the evaluation of teaching and learning. The co-ordinator for provision in the Foundation Stage provides good support and informal guidance to staff. There is good liaison between the nursery and reception teachers, which ensures good continuity between nursery and reception classes. Recent, good developments have

brought about good systems for early identification of children with special educational needs and the useful transfer of information from nursery to reception and from reception to Year 1.

63. The governing body is ably led by the chair of governors who has known the school and the community it serves for many years. Governors are closely associated with the school and give good support. They pay due regard to the principles of best value. Governors compare the school's performance with that of other similar schools and identify areas where their school is not functioning as well as should be expected. They ask challenging questions about the school's performance and about why standards are not higher. They consult parents and other stakeholders, such as the headteacher of the junior school, about their views on the standards that pupils attain. They also ensure that all major spending decisions are providing good value for money. They consider not only the price of tenders for work in the school but also the quality of work that contractors have managed to achieve in other schools and on previous occasions.
64. The school has adopted a sound policy for performance management and targets for improvement are set annually for all teachers. This is helping to maintain consistency in teaching and helps to identify teachers' training needs.
65. The school development plan is a useful document. It sets appropriate targets for improvement and includes action plans that describe how the school intends to meet its targets. The plan includes success criteria that are intended to help the school to judge when it has succeeded in meeting its targets. However, these success criteria do not focus sufficiently on standards. One part of the plan, for example, refers to developing a planning framework to provide guidance for teachers in art and design but no reference is made to improving the standards that pupils attain. There is a strong commitment in the school to improve standards. Now that the headteacher has returned to the school, and senior staff have returned from long-term absence, the school has good capacity for improvement and is in a good position to make further advances.
66. The management of finances is satisfactory but the school, together with all the other schools in the Borough, has experienced significant problems with a new computerised accounting system. In consequence, the governing body exercised great prudence in spending money. As a result, the school has accrued a substantial reserve of funds. However, most of this money has been earmarked for essential building maintenance and vital improvements. Allocations of money, such as grants to support the development of teaching in information and communication technology, are used for the purposes intended. The administrative team manages the school office very well. The day-to-day running of the school functions smoothly. Communications within the school are good. All school accounts are kept meticulously and are audited regularly.
67. Staff are generally deployed well and the contribution of classroom assistants is managed well so that they are able to support pupils' learning well. However, there are occasions when staff are not fully involved in supporting pupils' learning. The work of the special educational needs co-ordinator, for example, is not monitored closely enough to ensure that the generous allocation of time that she receives, away from class teaching, is used efficiently. Classroom assistants are not always actively involved in supporting pupils' learning and there are occasions when their time could be used more productively. Relationships throughout the school have been developed well so that all associated with the school, teachers, support staff, parents, pupils, governors and visitors, receive a warm welcome. All pupils are valued equally and high levels of racial harmony are demonstrated. The school's policy on racial equality promotes this well.
68. The management of the curriculum is satisfactory and the school takes satisfactory steps to analyse its performance. However, not all subject co-ordinators analyse pupils' learning systematically in order to identify areas for improvement. Teaching is monitored through lesson observations and supportive feedback is given to teachers about the quality of their teaching. However, the criteria used to evaluate teaching and learning are not entirely clear. The school's expectations of teachers are included in policy documents but there is no over-arching teaching and learning policy that explicitly identifies the factors that result in high quality teaching. As a result, there is a lack of guidance for teachers and a lack of clarity about how they can improve their performance. Pupils' performance in national tests is analysed to identify areas for

development but test papers are not analysed rigorously to determine any common areas of weakness.

69. The school is aware of the increase of the number of pupils who have English as an additional language in the last two years but has not yet developed a set of whole-school guidelines to inform teaching and learning. The positive ethos and emphasis given to supporting pupils' personal development contributes to the sense of security and confidence demonstrated by these pupils. Teaching and support staff have little specialist knowledge about the best practice in teaching pupils who speak English as an additional language.
70. The co-ordination for pupils with special educational needs is satisfactory. The co-ordinator for special educational needs is working to ensure all the requirements of the revised 'Code of Practice' for managing provision for pupils with special educational needs, are fully implemented. However, the communication and organisation across the school are not always adequate, and teachers take too little account of pupils' learning targets when planning lessons. The co-ordinator has ample time to work in classes but she has not yet monitored the teaching and the learning of the pupils on the register of special educational needs when they work within a whole-class environment. Records are well organised and are up to date, but do not include sufficient information to help teachers to plan the next steps in learning.
71. The governing body has been successful in providing adequate resources to support teaching and learning. Accommodation is barely adequate. The space available has been used imaginatively, such as converting a cloakroom into a library but there is no spare space and corridors are often used for teaching small groups. The nursery is situated in the junior school at a great distance from the reception classes so it is more difficult to co-ordinate provision for children in the Foundation Stage than it should be. The playground is too small for the number of pupils in the school and, as a result, minor accidents occur when pupils collide with each other.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further the headteacher, staff and governing body should:

- (1) Improve the standards that pupils attain in speaking, information and communication technology and design and technology by:
  - implementing planning programmes in these areas of the curriculum that are designed to teach skills systematically;
  - devising a system that monitors and evaluates pupils' achievement in extending their vocabulary and improving their speaking skills;
  - placing more emphasis on the design and evaluation aspects of design and technology;
  - \* extending the use of computers to support teaching and learning in the different subjects of the curriculum.(paragraphs 4, 11, 17, 22, 30, 31, 91, 104, 110, 113, 114, 116, 121, 125, 126, 145)
- (2) Include details in lesson planning of how the learning needs of higher-attaining pupils are to be met and provide sufficient challenge for these pupils so that they make better progress.  
(paragraphs 3, 8, 23)
- (3) Improve the monitoring of teaching and learning by:
  - adopting a teaching and learning policy that sets clear criteria against which to evaluate teaching and learning and identify areas for improvement;
  - ensuring that teaching and learning are monitored rigorously and evaluated against clear criteria;
  - analysing the school's performance data closely in order to identify areas for development.(paragraphs 53, 68, 70, 125, 129, 135)
- (4) Extend the breadth and richness of the curriculum by:
  - ensuring that sufficient time is spent on each subject and that all subjects are taught in sufficient depth so that pupils achieve well and attain higher standards;
  - providing more opportunities for enriching the curriculum through visits, visitors, the use of the local environment and activities outside the classroom;
  - extending opportunities for pupils' cultural development;
  - developing links between the different subjects in order to provide opportunities for pupils to practise their skills across the curriculum;
  - developing a programme to support pupils' understanding of the diversity of our society.(paragraphs 22, 27, 29, 35, 36, 40,96, 110, 115, 125, 135)

### **The governing body should consider the following more minor issues for inclusion in their action plan:**

- The identification of the learning needs of pupils with English as an additional language and plans to ensure that their needs are met through systematic teaching so that they are helped to achieve as well as they might in all subjects.  
(paragraphs 24, 69)
- The quality of annual reports to parents on pupils' attainment and progress so that they include targets for further learning and invite parents' responses.  
(paragraph 60)

\* This area for improvement has already been identified by the school and features in its development planning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	30	32	0	0	0
Percentage	0	15	41	44	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 one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	27	256
Number of full-time pupils known to be eligible for free school meals	0	56

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y2
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	22

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	28

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	6.2

#### Unauthorised absence

	%
School data	0.9

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	44	41	85

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	44	41
	Girls	36	41	38
	Total	74	85	79
Percentage of pupils at NC level 2 or above	School	87 (84)	100 (86)	93 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	41	43
	Girls	37	38	41
	Total	77	79	84
Percentage of pupils at NC level 2 or above	School	91 (85)	93 (100)	99 (100)
	National	85 (85)	89 (89)	89 (89)

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

**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	160	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	6	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 – Y2**

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	24.2
Average class size	28.4

**Education support staff: YR – Y2**

Total number of education support staff	11
Total aggregate hours worked per week	277

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	54
Total number of education support staff	2
Total aggregate hours worked per week	65

**Financial information**

Financial year	2001-2002
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	£
Total income	789 301
Total expenditure	775 048
Expenditure per pupil	2 654
Balance brought forward from previous year	79 994
Balance carried forward to next year	94 247

Number of pupils per FTE adult	18
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*FTE means full-time equivalent.*

**Recruitment of teachers**

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

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	283
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	26	9	0	0
My child is making good progress in school.	46	49	3	0	3
Behaviour in the school is good.	29	62	0	0	9
My child gets the right amount of work to do at home.	27	42	9	3	18
The teaching is good.	46	46	3	0	6
I am kept well informed about how my child is getting on.	29	65	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	29	0	0	0
The school expects my child to work hard and achieve his or her best.	51	46	0	0	3
The school works closely with parents.	29	51	11	0	9
The school is well led and managed.	43	43	0	0	14
The school is helping my child become mature and responsible.	37	57	3	0	3
The school provides an interesting range of activities outside lessons.	12	48	18	6	15

### Other issues raised by parents

Generally parents are pleased with the education provided for their children. At the pre-inspection meeting for parents, some concern was expressed about boisterous behaviour in the playground.

## **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**

*Since the previous inspection a new curriculum that follows national guidance has been introduced for children in the nursery and reception classes. National guidance recommends six areas of learning and these are:*

- *personal, social and emotional development;*
- *communication, language and literacy;*
- *mathematical development;*
- *knowledge and understanding of the world;*
- *physical development; and*
- *creative development.*

*The curriculum details 'stepping stones' in each area of learning that lead to 'early learning goals' for each area.*

72. Children in the Foundation Stage are taught either in the nursery or in the reception class. They are admitted to the nursery on a part-time basis in the September of the year in which they become four. Currently, there are 32 children attending in the morning session and 23 in the afternoon. Most children transfer to the reception classes one year later in the September preceding their fifth birthday.
73. Approximately nine children in the nursery and five in the reception class are from homes where English is an additional language and, of these, 11 children are at early stages of learning English. At the time of the inspection, three children in the nursery and ten in the reception class had also been identified as having special educational needs.
74. On entry to the nursery, although the range of children's attainment is varied, standards overall are below average and well below in communication, language and literacy. The teaching in all areas of learning is good in the nursery and reception classes. Children's achievement in the nursery and reception classes is good, due to effective teaching and the provision of a wide range of stimulating learning opportunities. Most children are likely to attain the nationally expected early learning goals in all the areas of learning by the end of the reception year, except in communication, language and literacy.
75. The good quality provision for children in the nursery and reception years has been maintained since the previous inspection.

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

76. Most children are likely to attain the expected standards in this area by the end of the reception year. At the beginning of the day, in the nursery most children separate from their parents or carers confidently. Children take part in practical activities with good levels of concentration. They know the routines and settle well. Most children play individually alongside each other. One or two are beginning to play co-operatively, for example, when operating the traffic lights outside to make others stop and permit them to go on when riding their cycles or driving their cars. In the reception classes, most children maintain good levels of concentration and persevere until tasks have been completed. Children respond well to the expectations that their behaviour should be good. They learn to take turns and develop a sense of right and wrong. They show good levels of control and discipline, for example, as they sit on the carpet at the start of lessons and find their own special place on the carpet.
77. Most children are developing independence in personal care. They change their clothes for physical development in the hall, wash their hands and settle well to whole-class, group and individual activities.



78. Staff encourage children to take turns, to behave politely and to share. In both nursery and reception, children respond positively to the care shown by staff and to the good role models they provide. Teachers plan work effectively around themes which are used well to help children explore feelings. For example, in the nursery, stories such as, 'The Three Billy Goats Gruff' and 'Goldilocks' are used effectively to explore feelings of anger and fear. Similarly, in reception classes, teachers provide role-play situations such as 'visiting the clinic' so that children can explore feelings associated with such visits and learn to show care and concern for others. Adults take care to include all children in the activities so that those with English as an additional language and those with special educational needs are able to participate fully. Staff are particularly good at managing children and, as a result, children are clear about the standards of behaviour and attitudes to learning expected of them. Adults encourage children to take responsibility by providing opportunities for choice and by involving them in tidying their classrooms at the end of sessions.

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

79. When they enter the school, children's skills in communication, language and literacy are well below average, especially in speaking. Few but the higher-attaining children speak audibly and give more than one word answers. Children achieve well in the nursery and reception classes. However, despite good teaching, the number of children likely to achieve the early learning goals by the end of the reception year is below average.
80. Children in the nursery listen with interest to a story and begin to join in with actions and familiar repeating sentences. They identify their names as they come into school and begin to recognise that print conveys meaning as they turn the pages of a book or pretend to write a letter from Goldilocks to baby bear. By responding to adults' questions, they begin to gain confidence in speaking. In reception classes, children listen with increased levels of concentration and begin to respond to questions with more than one word answers. Children recognise and write a number of letters. They say the sounds as they perform the actions associated with the letters. They practise writing their names and circle words in a sentence as it is read to them. When in role-play situations they make marks on paper that sometimes include recognisable letters. The higher-attaining children write their own names independently. Children handle books carefully, turn pages in sequence and most use the pictures to tell a story. Many are keen to share a book with an adult. They recognise the title on the front and follow the print inside. However, at this point, not even the highest-attaining children read simple books.
81. The quality of teaching and learning is good in the nursery and reception classes. Staff continually engage children in talk about what they are doing. They provide effective models of correct language, which helps to extend pupils' vocabulary and supports children experiencing difficulty with speech, as well as those with English as an additional language, particularly well. Teachers question children effectively, encouraging them to speak as well as listen. In a good lesson in the nursery, the teacher prompted children to think about the characters in the story of Goldilocks and what each one said. Drawing large speech bubbles on a flip chart to record what daddy, mummy and baby bear said helped children to learn that print conveys meaning as well as helping them to remember the story. Teachers of children in the reception classes make good use of elements of the literacy hour to develop children's knowledge of letter sounds. They demonstrate accurately how letters are formed. They use a multi-sensory approach, giving each letter a character and teaching an action associated with it. They encourage children to use their 'magic fingers' to form letter shapes in the air and in the sand. In both nursery and reception classes, teachers provide imaginative role-play areas such as the three bears house, shops and a clinic. These are used effectively to develop early reading and writing skills. Children are given a good range of opportunities to write for different purposes and in a variety of contexts, often in the context of a weekly theme. These give children opportunities to practise writing in imaginative situations and include, letters to baby bear, baby congratulation cards, party invitations, clinic appointments and doctors' notes. Most parents contribute satisfactorily to children's reading by sharing books with their children at home and by completing the home-school reading records.

## **Mathematical development**

82. Most children in the nursery and reception classes have the appropriate levels of attainment for their ages and are on target to achieve the nationally expected standards by the end of the reception year. Nursery children develop an awareness of numbers through stories such as, 'The Three Billy Goats Gruff' and 'Goldilocks and the Three Bears.' They learn the vocabulary associated with size, such as 'great big', 'middle-size' and 'little, tiny'. They begin to compare big and biggest, small and smallest and sort mummy bear's washing in the garden. They develop understanding of shape and space as they play with building blocks, sand and water. In the reception classes, children demonstrate good interest in numbers and counting. They enjoy joining in with number rhymes and songs. They are developing a sound understanding of numbers 1 to 9 and many can recite numbers to 10 and beyond. As they play outside, adults encourage counting as, for example, when children make and count up to seven sandcastles. They bounce a ball and count how many times it bounced. Inside, reception children sort objects by looking at features that are the same. For example, they sort drawings of their own heads by short, long, spiky or curly hair.
83. Through continual interaction with children, whether in directed or free-choice activities, adults draw children's attention to colours, shapes, sizes, numbers and patterns. Through effective questioning they challenge children to develop mathematical language and awareness. In the reception classes, there is a good balance between adult-led activities and those chosen by children themselves. A good range of supporting activities, such as threading beads, making number shapes by creating colourful collages, playing number games, creating patterns with pegboards and puzzles, develop mathematical skills well and reinforce teaching points well.

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

84. Most children achieve well in this area of learning and are on course to meet the nationally expected standards by the end of the reception year. Children develop an awareness of their senses, such as sight and touch. In the nursery and reception classes, children explore the properties of a range of materials including wet and dry sand, clay and dough. They are encouraged to use them to investigate the world around them. For example, in the nursery, they use their sense of sight to look for signs of autumn as they go for a walk in the park. They collect leaves and notice the different colours. In the reception classes, children name face and body parts such as eyes, eyebrows, arms, legs, elbows and knees. They develop an awareness of growth and change as they look at photographs of themselves as babies and compare them with recent photographs. Children become competent at using computers. In the nursery, they learn to use a mouse to control images on the screen. Children in reception classes become more proficient in their use of the computer, handling the mouse and keyboard effectively as well as responding to recorded instructions from an audio headset and using them to support work in literacy, art and mathematics. Through the celebration of festivals, such as Harvest, Diwali and Christmas, children become aware of different cultures and traditions.
85. Good teaching builds on children's natural curiosity. Teachers and nursery assistants organise activities effectively, both indoors and outside to develop children's knowledge and understanding of the world. A particularly good example is the way that role-play is set up to promote children's knowledge and understanding of a visit to the clinic and to develop skills in understanding how people, such as health visitors, nurses and doctors help us. Good use is made of computers and tape recorders to develop children's use of information and communication technology. Teachers make good use of resources both inside and outside to develop children's learning of festivals, such as Harvest, Diwali and Christmas, through role-play, stories and creative work.

## **Physical development**

86. The levels children attain in physical development in the nursery and reception classes are broadly in line with the standard expected of children of this age. Children are likely to reach the nationally expected goals by the end of the reception year and a good number are likely to exceed them. Learning is good in the basic actions of travelling, balancing and the use of space and children enjoy these activities, displaying a good amount of creative and physical effort. They confidently ride and push wheeled toys, developing physical skills well and enhancing their sense of space and direction appropriately. For example, in the nursery, children control tricycles with a good deal of accuracy and can move around the play area at speed. Children in the reception class follow instructions well and move safely within lessons. They move freely with pleasure and confidence in different ways. They begin to evaluate their own work and the work of others. They show the control expected at this age when responding to music and begin to show emotions, such as happiness, anger and sadness, in facial and body movements.
87. The overall quality of teaching and learning is good and sometimes very good in the reception classes. Good management and control of behaviour ensure that children follow instructions and move safely outside in the playground and in lessons in the hall. Regular, daily access to a wide range of outside equipment, with good adult intervention, enables nursery and reception children to increase their confidence in climbing and balancing on climbing frames and moving through, along, over and under obstacles. In the reception classes, pupils also have opportunities to work in the school hall. This enables teachers to develop physical skills, such as music and movement and dance, towards a higher than usually expected level. A good range of creative activities, both in nursery and reception classes, enables children to handle crayons, pencils, scissors, glue and paintbrushes with increasing control and care. Such activities help them to develop effective co-ordination and the ability to develop the skills needed for delicate, detailed work.

## **Creative development**

88. Children enjoy working with a variety of materials. They show curiosity as they explore and experiment with crayons, paint, glue, card, dough, clay, and fabric. They demonstrate good levels of concentration and tackle tasks with a good degree of creative effort. They explore sounds made by a variety of musical instruments and some everyday objects by striking and shaking. They join in singing familiar songs and rhymes, participating in actions and body movements. The karaoke machine in the outside area for reception children helps to promote confidence in singing and helps children to accompany familiar rhymes and songs with a steady beat on a range of percussion instruments. With 'small-world' people and in role-play areas, children play imaginatively, entering into the roles of characters and engaging in conversations with others. Children in the reception classes demonstrate a good understanding of colour mixing. They understand that mixing white and red results in pink. They experience some amazement and wonder as the colours change when they mix red, blue and yellow. In one reception class, for example, a child's eyes lit up as she exclaimed that she had made brown.
89. Children start from a fairly low level of skill when they enter the nursery and teaching and learning are good throughout the foundation years. This is largely due to the provision of a wide range of both directed activities and opportunities for free choice, which develop children's creativity well. These include exploration and use of a variety of painting, modelling, collage and printing activities, which are often linked to topics, as well as opportunities for imaginative role-play in designated areas and with 'small-world' toys. They provide opportunities for children to sing, dance, move and play percussion instruments. Through the support of adults during these activities, including their comments and questions, children are helped to develop skills well and to express their own ideas with confidence. However, in some art work, adults, particularly support staff, sometimes give children too much direction in creative activities so that they do not have sufficient opportunity to experiment, especially with collage. Children are given opportunities to work on a small and large scale and in two and three dimensions using recycled materials. Their work is displayed attractively on the classroom walls. Adult-led activities promote good learning of colours, develop children's observation skills effectively and their ability to work on detailed tasks that require

precise control. By the end of the reception year, most children are likely to attain standards that are as expected for their age.

## ENGLISH

90. Standards in English, in the present Year 2, are average and similar to those found at the time of the last inspection. Given that many pupils begin school with poor skills in communication, language and literacy, their achievement in English is good. The literacy strategy that the school has adopted and other, recent national initiatives, such as the 'Early Intervention Strategy', which the school has implemented to support underachieving pupils, are helping to raise standards so that almost all pupils are likely to achieve the national target of Level 2 by the end of Year 2. Inspection findings do not indicate any significant differences between the attainment of boys and girls.
91. Standards of listening are at the expected levels by the end of Year 2. However, standards in speaking are below average when compared with the national picture. This is confirmed by teachers' assessments of pupils' speaking skills. Pupils in Year 2 behave well and are very attentive in a variety of situations, such as whole-school assemblies and class question and answer sessions. They show by their responses that they have listened well. However, not enough speak with the clarity and fluency expected for their age, which was also found at the previous inspection. Lower-attaining pupils sometimes struggle to express their ideas due to limited vocabulary and poor knowledge of standard English. While there are opportunities within English and some other lessons for pupils to speak in pairs, groups and individually, the lack of a coherent and specific scheme of work for systematically developing speaking skills across the whole curriculum means that not all pupils attain the national target by the end of Year 2.
92. In Year 2, attainment in reading is average. Most pupils are likely to attain the expected standard by the end of Year 2. A small number of higher-attaining pupils are competent and confident readers, who have the fluency and level of comprehension necessary to achieve the higher Level 3 standard. Pupils recognise the title and author on the front cover of a book. The highest-attaining pupils, when talking about their enjoyment of reading, refer to favourite books and authors. Basic skills concerning the relationship between letters and the sounds they represent are taught effectively in Years 1 and 2 so that most pupils use their phonic skills, as well as clues from pictures, to work out unfamiliar words. Many recognise their own errors from the context of a story and correct themselves as they go through the text. Group-reading activities effectively help pupils to read a simple text reasonably accurately, and teachers draw their attention to punctuation, such as full stops, question and exclamation marks, and explain how these affect the way that text is read. As a result, pupils are beginning to read with good levels of expression.
93. Good teaching is having a positive effect on pupils' learning in Years 1 and 2. This, together with additional support in phonics for lower-attaining pupils and extra teaching for the higher-attaining pupils in Year 1, means that at this point writing standards are close to average in both Year 1 and Year 2. Teachers provide appropriate opportunities for pupils to write for a range of purposes. They teach pupils the conventions of different styles of writing including poems, stories, letters, book reviews and instructions. This enables pupils to extend their ideas into a logical sequence of sentences and to think about writing for different purposes. In Year 2, pupils write at the expected length with an awareness of the reader and use interesting and varied vocabulary. For example, pupils are developing the use of adjectives. In describing a painting of a farm in summer, pupils wrote such sentences as, 'The farm is light and sunny.', 'Brown birds are flying in the air.' When writing a set of instructions, they use words that describe a sequence of events such as 'firstly', 'next', 'after that' and 'finally.' Pupils' use of punctuation, such as capital letters and full stops, is as expected at this point. However, not even the highest-attaining pupils have developed the use of other punctuation, such as question and speech marks. Regular handwriting practice helps pupils to form letters accurately and they are beginning to use a joined script. Good teaching of spelling patterns and phonics, together with regular testing of the most commonly used words, helps pupils to increase the number of words they can spell accurately. As a result, in the course of their own writing, spelling is reasonably accurate or plausible and is of an average standard in Year 2.

94. Teaching of literacy is good and examples of very good teaching were seen in both Year 1 and Year 2. None of the teaching seen was less than satisfactory. Features of the best teaching are the good introductions and endings to lessons that build on pupils' earlier learning and consolidate new learning effectively. In the very best lessons, teachers challenge pupils with very good questioning. They have very high expectations of what pupils can do. On-going checking of pupils' work identifies errors and misconceptions and quick intervention rectifies them. Consequently, pupils' learning in lessons is often very good. In one very good lesson seen in a Year 1 class, the pace was brisk and energetic so that even handwriting exercises were made exciting and pupils enjoyed them.
95. Where teaching is satisfactory but less effective, time is not managed as well as it could be and the pace of learning slows as teachers deal with minor interruptions. There are missed opportunities to use correct grammatical terms, such as adjectives, when referring to words that describe nouns.
96. Teachers plan satisfactorily what they want pupils to learn. However, when planning lessons they are not always sufficiently mindful of the needs of pupils with English as an additional language and assessment of their progress is insufficient. Teachers have good subject knowledge and this is communicated well in a confident style of delivery so that pupils' acquisition of skills, knowledge and understanding is at least satisfactory and good overall. Pupils' behaviour is managed well. As a result, pupils' interest is held and they concentrate well and settle to activities with good levels of concentration. There are too few opportunities provided for pupils to write factual accounts in other subjects, such as history or religious education. As a result, opportunities are missed to enable pupils to practise and extend skills in reading and writing through their work in other subjects. Insufficient use is made of computers to draft and present work and to illustrate writing.
97. The school follows strategies for teaching the subject that are recommended by the local education authority. The learning opportunities provided ensure that pupils make good progress in the basic skills of reading, spelling, handwriting and writing as they move up through the school. The strategies are particularly effective in ensuring that the majority of pupils, including those with special educational needs, reach the nationally expected standards by the end of Year 2. However, the structure does not help teachers sufficiently to respond to the needs of those pupils with the potential for higher attainment. The school recognises this, and has begun to give the highest-attaining pupils in Year 1 a programme of extension teaching three times each week in order to develop higher-order skills in writing. This is beginning to have a positive impact on standards.
98. The co-ordinator is aware of the strengths and weaknesses in the subject and is very clear about the need to improve pupils' attainment in speaking and to provide greater challenge for the higher-attaining pupils. The school uses a good range of procedures for checking pupils' attainment and progress and recognises that it now needs to track the progress of individuals and different groups of pupils as they move through the school. It has identified the need to set targets for individuals and groups of pupils across the school. The school satisfactorily analyses its own test results to identify strengths and weaknesses in the curriculum. As a result of such analysis, groups of underachieving pupils are now being targeted for extra support. This has already had a positive effect on standards.

## **MATHEMATICS**

99. The school has adopted a carefully structured teaching programme known as, 'Improving Primary Mathematics'. The programme is strongly promoted by the local education authority and is used in nearly all its schools. It is a nationally approved approach to implementing the National Numeracy Strategy that the school has been following for the past three and a half years. There is evidence of an improvement in standards since the time of the last inspection. The teaching programme used by the school provides teachers with a bank of materials, including daily lesson plans, overhead projector transparencies, wall charts and a wide range of other support material. As a result of the good, systematic teaching they are receiving this year, nearly all the pupils in Year 2

are achieving satisfactorily and are likely to attain average standards by the end of Year 2 and many are likely to attain above average standards in the strand of the subject that deals with number and algebra. These findings have not been reflected in national test results over the past two years. Test results indicate that standards were below the overall national average in 2001 and well below in 2002. The school's overall performance was well below average because, although a higher proportion of pupils than nationally attained the national target of Level 2, a much lower proportion than nationally attained the higher Level 3 standard. The standards that pupils are currently attaining are better now than in recent years because teaching is more consistent. There has been a great deal of staff absence over the past few years that has adversely affected the continuity of pupils' learning, particularly in Year 2. Also absences among senior staff, including the subject co-ordinator, resulted in insufficient monitoring of teaching and learning. As a result, standards began to slide.

100. Another factor for the school's overall performance being well below average in the national tests in 2002, is that little attention has been paid to meeting the learning needs of higher-attaining pupils. Consequently, this group has not been achieving as well as it could. This is largely because the 'Improving Primary Mathematics' programme is designed to ensure that all, or nearly all, pupils attain the expected standard. The faster learners are provided with 'extension sheets' that help to improve the accuracy of their number work but they are not permitted to forge ahead of the others. Pupils who find the work more difficult are supported well both by teachers and classroom assistants. As a result, those pupils with special educational needs achieve well and most attain the expected Level 2 standard by the end of Year 2. In 2001, all pupils attained this standard in national tests and nearly all in 2002. These results indicate that the objective of the programme, to get every pupil up to the required standard, is met successfully. The programme's objective is not to allow, or encourage, pupils' attainment to be fanned out but to keep the whole class, and the whole year group, proceeding together at a similar pace. As a result, the achievement of the lower-attaining pupils is good and they attain standards that exceed those usually found in Years 1 and 2. They are not left behind; they are encouraged to 'catch up and keep up' and they are confident in their learning. There is no significant difference in the achievement of boys and that of girls. Pupils who have English as an additional language do just as well as all the others in the class.
101. The strong emphasis on number in the programme followed by the school enables pupils to achieve particularly well in this part of the curriculum. Although other aspects of mathematics, such as using and applying mathematics, data handling and shape and space are covered, the programme is not designed to place any great emphasis on these aspects of the subject. Pupils' achievement in these strands of the subject is satisfactory but pupils have few opportunities to use their numeracy skills in realistic situations or in other areas of the curriculum, such as geography, design and technology or science. According to the structure of the programme, applied mathematics receives limited coverage until Year 5 in the juniors when pupils are given more opportunities to apply their skills. There is close liaison between the infant school and the junior school where the programme continues to be implemented up to Year 6.
102. Pupils in Year 2 have a good understanding of addition and subtraction. They work out simple algebraic equations, such as  $12 - x = 7$ , accurately. They use appropriate language and know, for example, how to count in 'multiples of ten'. They fill in a hundred square against the clock and know that if they find a pattern for filling in the square rapidly, rather than in a sequence from 1 to 100, they might beat the deadline of five minutes. They find this brisk activity challenging and several complained, "It makes my fingers ache". They concentrate hard and work willingly. Many find great difficulty in understanding problems that are presented orally, such as "How many more is 30 than 20?" In one Year 2 class, pupils were studying the hundred square. They examined the columns, such as the 7, 17, 27, 37 etc. column but none could answer the question, "How much bigger is the number in the square on one line than the number in the square above?" Several pupils found it difficult to distinguish between four tens and 14. Once they have grasped an idea, pupils work briskly and most quickly fill the practice pages in their workbooks. They gather data to create block graphs showing the favourite flavoured crisps in the class but the extent of this type of work is limited. The faster workers complete worksheets that contain similar material to that in the workbooks and pupils are permitted to take these sheets away to complete for homework.

103. Pupils use workbooks to practise the number work they have learned and they receive a new workbook each half term. This provides a useful record of the work they have covered and shows that they are learning rapidly and are achieving well. Under this system it is especially important that pupils are not absent from school for any length of time because the class moves steadily and persistently through the workbooks and there is little time available for catching up, although in some weeks teachers are allowed a spare lesson to consolidate understanding. There is great emphasis on games and oral work, especially in Year 1. In one lesson, for example, pupils put on frog masks and jumped across numbered 'lily pads' placed on the floor of the classroom as they practised counting forwards and backwards from zero to six. In this way pupils develop very positive attitudes to learning.
104. The quality of teaching is good. The teaching in all the lessons seen was at least good and in a significant proportion it was very good. Teachers closely follow the detailed lesson plans provided through the 'Improving Primary Mathematics' programme. Five lessons, following the carefully structured programme, are usually taught each week. During the inspection, for example, the lessons for 'Week 10' were taught to each class in Year 2. The language associated with each lesson was taught according to the plan and the materials, such as wall charts and overhead projector transparencies, were used according to the guidance given in each lesson plan. In this way the school ensures that every child in each class in each year group has the same experiences and all learn the same aspects of the subject at the same pace. There is very little use of computers to support teaching and learning.
105. Teachers assess the outcomes of each lesson thoroughly and, as a result, adjust their approach where necessary. One teacher recognised that after one particular lesson, pupils' understanding was not secure so she used the overhead projector well in a subsequent lesson to illustrate requirements methodically to the whole class. The subject is managed well by the co-ordinator who has conducted a thorough programme of monitoring pupils' attainment and progress. She has not as yet fully analysed pupils' performance in the national tests to identify areas for improvement. Resources are adequate to support teaching and learning. The programme of teaching the subject that is commonly used by schools in the area helps to maintain high levels of continuity in pupils' learning when they move from one school to another part-way through the school year, as happens frequently among families living in different parts of the estate. Overall, pupils do well and receive a very good grounding in basic number work.

## SCIENCE

106. At the time of the last inspection, standards were in line with the national average in Year 2. Teacher assessments of standards of pupils by the end of Year 2 in 2002 indicated that almost all the pupils reached Level 2, the expected level.
107. Standards in work seen during the inspection showed satisfactory improvement and average standards have been maintained. Overall, pupils' achievement is satisfactory. Pupils with special educational needs and those for whom English is an additional language achieve well as they keep up with their peers. This is because of the structured methods of teaching and because of the good additional adult support in classes. A significant proportion of higher-attaining pupils in Year 2 are achieving less than they should. There has been too little progress in provision for higher-attaining pupils and for all pupils in experimental and investigative work.
108. By Year 2, most pupils make simple observations and are beginning to learn scientific facts, such as the names of the senses and the parts of the body. Some work has good features, for example, in tasting and smelling a range of foods pupils were able to examine the foods closely to gain first-hand experience of their properties. Pupils were sometimes excited by their work, developing a sense of wonder at different types of taste, for example. Pupils are not sufficiently encouraged to use their speaking skills and to attempt explanations, however tentative, of what they have seen. Higher-attaining pupils only occasionally work to an above average standard, and standards in Year 2 are not always as good as they should be. There are weaknesses in the presentation of pupils' work, and some is left unfinished.

109. Teaching during the inspection was satisfactory overall, with some good teaching in Year 2. Analysis of pupils' work, however, showed some unsatisfactory elements in the teaching over the course of the year, particularly in the scope of work for higher-attaining pupils and in assessment and marking. Where the teaching is good, teachers have good subject knowledge, use questions effectively, pace their lessons well and have high expectations of the pupils in terms of behaviour and learning. One teacher made very good use of electrical equipment that enabled pupils to organise circuits, light bulbs, attach buzzers to motors and write up the instructions in a systematic way. In a minority of lessons, time was not managed well, and teachers spent too long on the introduction, rather than allowing pupils to get on with the investigations. Some teachers do not use assessment and marking effectively to help pupils improve their work.
110. The role of the co-ordinator is underdeveloped and the monitoring of teaching and learning is not yet used to show teachers how to improve. Planning does not yet provide for the systematic development of pupils' knowledge, skills and understanding, particularly in investigations and in designing experiments. The library is not used much and therefore it does not contribute effectively to learning. Information and communication technology, the school grounds and the local environment are not fully used to enrich the curriculum.

## **ART AND DESIGN**

111. Pupils' achievement is satisfactory and by the end of Year 2, pupils attain standards that are close to what is expected for pupils of this age. However, coverage of the statutory programmes of study is superficial and pupils have too few opportunities to paint, to print, to use clay and other natural materials. They have limited knowledge of the differences and similarities in the work of artists, craftspeople and designers in different times and cultures. As a result, opportunities are missed to extend pupils' cultural development. They have no opportunities to visit galleries or Internet sites and rarely investigate different kinds of art, craft and design in the locality. The curriculum provided for pupils is too narrow and lacks opportunities for enrichment. However, there are examples of good links being made with other subjects. As part of their work in science, for example, pupils in Year 2 have produced dramatic posters illustrating the dangers of electricity, especially when water is present. In weaving the warp and the weft are described using the terms 'horizontal' and 'vertical, which complements work on the hundred square in mathematics where the columns and lines are described similarly.
112. Teaching in the lessons seen was satisfactory. However, too few lessons were seen, and there was insufficient work available, to make an overall judgement about the quality of teaching in the longer term. There are indications that the range of experiences offered to pupils is too narrow to create a satisfactory standard of teaching. Until recently, skills were not taught systematically to enable pupils to develop a satisfactory range of skills, a satisfactory degree of knowledge nor a satisfactory depth of understanding. In the lessons seen, explanations were clear and unhurried so that pupils were left in no doubt about what was expected of them. In a lesson on weaving for pupils in Year 2, for example, the teacher gave a clear demonstration of the technique of using a card loom on which to string the warp threads before adding the weft by threading pieces of material alternately in each horizontal line. The teaching was precise and pupils were encouraged to scrunch up the material in the weft to create an interesting texture. Records of the activities that pupils have experienced are kept but there are no systematic records of individuals' attainment and progress.
113. The co-ordinator has only just taken on responsibility for managing the subject. She offers good support to colleagues and has devised a clear planning framework that provides good guidance on lesson preparation and helps to ensure coverage of the National Curriculum. However, this framework has only recently been introduced and there has been no monitoring of how effectively it is being implemented. Resources are adequate to support teaching and learning but there is very little use of computer technology to support teaching and learning. There are no systematic procedures to assess and record which skills pupils have mastered. The good teaching and above average work identified at the time of the last inspection is not now consistently in evidence. This is mainly because there is such a strong emphasis on teaching English and mathematics that this



subject receives too little attention. Pupils thoroughly enjoy this subject; they take a keen interest and concentrate well.

## **DESIGN AND TECHNOLOGY**

114. Although teachers' planning indicates that the requirements of the National Curriculum are met, the statutory programmes of study are not taught in sufficient depth to promote satisfactory achievement. As a result, the standards attained by pupils at the end of Year 2 are below the standards expected. This indicates that the satisfactory standards found at the time of the last inspection have not been maintained. This is mainly because there is such a strong emphasis on teaching English and mathematics that this subject receives little attention. However, there is some evidence of good links being made with other subjects, such as the electrical switches that pupils made from corks and paper clips as part of their work in science. Although pupils made good switches that worked well, there was no attempt made to draw designs from which to make the switches. The process of designing and making is not well established. Pupils also have few opportunities to evaluate their finished products in order to identify how they might incorporate improvements. Pupils in Year 1 have designed and made faces of such things as pigs, 'spider-men' and queens that use a sliding bar mechanism to make the eyes move. This work is not built upon sufficiently well in Year 2 where no evidence could be found of pupils designing any products. Little work has been produced and this indicates that pupils' achievement is unsatisfactory.
115. The quality of teaching in the lessons seen was satisfactory. However, too few lessons were seen and there was insufficient work available to make an overall judgement about the general quality of teaching. Teachers plan lessons carefully. However, too often the tasks prescribed allow insufficient opportunity for pupils to use their initiative and ingenuity. All pupils in a lesson in Year 2, for example, were required to make almost identical switches according to the pattern demonstrated by the teacher. Similarly in Year 1 all pupils were required to make similar Christmas cards that involved using split pins to create a pivot and a lever. In these lessons, the teachers spent too long giving directions and allowed insufficient time for the pupils to get on with the practical part of the activity. Pupils are introduced to a limited range of activities and there is little evidence of food technology. As a result, opportunities to practise numeracy skills are missed. Pupils are rarely required to measure out ingredients, set oven temperatures or calculate cooking times, for example. Pupils enjoy using plastic construction apparatus, that includes wheels and cogs, to make models. Although pupils gain from experimenting with such apparatus, there is little evidence of specific challenges being built into activities to extend thinking skills and enrich learning.
116. The school has adopted a nationally recommended planning framework to guide teachers' lesson preparation but the school does not record systematically the skills that pupils have mastered. Resources are adequate to support teaching and learning. There is no evidence of computers being used to support achievement. The co-ordinator acknowledges that the policy needs updating and that more could be done to improve standards.

## **GEOGRAPHY**

117. Very few lessons were seen during the week of inspection and these were all in Year 1. On the basis of these lessons together with work scrutiny, planning and discussion with teachers, pupils' achievement is satisfactory and they attain standards that are similar to those normally attained by pupils by the end of Year 2. Overall standards have been maintained since the last inspection.
118. In Year 1, pupils have been working on the theme of 'Where do we live?' They left the school to post a letter that they had written the previous week. This work helped them to develop their understanding of the importance of addresses. They also learnt about the use of post boxes, the information written on them and what happens to the letters once posted. During the outing, pupils noted a range of features in the street although many found it difficult to articulate the function and the uses of the items they noted. From evidence of written work, pupils in Year 2 identify the kind of clothing they might take to a cold country and write diary entries of the activities that the school

bear, Barnaby, might undertake. However, the amount of work recorded is small because of the limited time allocated to the subject.

119. The majority of pupils, including those with special educational needs and English as an additional language, achieve appropriately in relation to their prior attainment. This is largely due to the carefully structured teaching. Achievement is reflected in pupils' increasing skills in communicating their findings and the use of an enquiry approach. This is often combined with pupils' positive attitudes and their willingness to respond to questioning. Most of them collaborate spontaneously when working in groups and apply themselves well.
120. The overall quality of teaching seen during the inspection was satisfactory. Lessons were carefully structured and questioning was used well to establish understanding. Visual aids were used to stimulate pupils' thinking, for example, when pupils were shown different types of post boxes. Learning is enhanced through outings where other adults assist in directing and developing pupils' observations of a range of features. Where teaching was less effective, this was due mainly to the over use of questioning where pupils had no previous knowledge to draw on and to the insufficient focus on geographical skills to be taught.
121. The geography curriculum is not sufficiently enriched through fieldwork opportunities and visits. Assessment procedures in the subject are not well developed because no use is made of levels of attainment and little use is made of computers to enhance pupils' learning. Although development priorities in the subject are appropriately focused on raising standards, the tasks identified to bring this about are limited to organising resources and evaluation criteria are not linked to any impact on learning.

## **HISTORY**

122. By the end of Year 2, pupils are likely to meet the nationally expected standards of attainment. Achievement is satisfactory for all groups of pupils, with the exception of the higher-attaining pupils who are not achieving their full potential because they are not provided with work that is sufficiently challenging. In the last inspection, there was insufficient evidence to form a judgement but there appears to have been satisfactory improvement since then as the school has addressed the issue of working from a planning framework which offers teachers a systematic format for planning.
123. Pupils are developing an understanding of historical facts relating to major events, such as 'The Great Fire of London', together with an understanding of cultural historical events, such as the commemoration of Remembrance Day and the Celebration of November 5<sup>th</sup>. Pupils are interested, have a positive attitude to history, and are able to discuss past events, showing their understanding of chronology. Younger pupils look at changes from babyhood to adulthood and compare differences. They measure their height and consider how much they have grown over time. This contributes to numeracy skills.
124. The quality of teaching is satisfactory. The lessons seen were satisfactory with some good features. During a lesson on 'The Fire of London', pupils were able to give reasons why the fire had spread so quickly, relating their answers to wooden buildings, the wind, and the lack of fire-fighting equipment. One higher-attaining pupil described Samuel Pepys as 'an eye-witness'. However, pupils are not given opportunities to write independently or empathetically and there is a limited record of presentation of facts. Work already completed, relating to Guy Fawkes, shows few opportunities for using a range of writing devices, such as bullet points, note taking, diary work and writing in role. There is a notable absence of marking that gives praise, and pupils' mistakes are not sufficiently used to teach them how to improve their work.
125. The co-ordination of the subject is underdeveloped because insufficient links have been made with raising pupils' standards of writing and historical accounts. The teaching and the learning are not monitored so it is difficult to set targets for improvements. The library and computers are not used to promote independent learning and research. There are few visits or visitors of historical interest to enrich the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. Standards are below average and pupils' achievement is unsatisfactory. Although this represents a decline in standards since the last inspection, when standards were judged to be above average, this is partly because there have been substantial changes in the standards that pupils are now expected to attain. It is also because the school has not yet developed and extended the use of computers to support teaching and learning in the different subjects of the National Curriculum. Whilst the use of the junior school's computer suite benefits the pupils in developing their skills, opportunities have not been systematically planned to enable them to apply their knowledge and to practise what they have learned across the curriculum. As a result, there are too few opportunities to consolidate and extend skills, knowledge and understanding so the majority of pupils do not achieve as well as they should.
127. In Year 1, pupils develop skills in using the keyboard and basic operations that allow them to use computers to write simple sentences, using capital letters and full stops. In Year 2, the majority of pupils 'log on' successfully and are familiar with programs that enable them to create computer-generated pictures. They demonstrate sound skills in using a range of functions and select tools confidently to create pictures inspired by the work of Jackson Pollock. A minority of pupils, particularly the higher-attaining pupils, complete this work in just a few minutes. This indicates that many are not being suitably challenged.
128. Although lessons seen in the computer suite during the week of inspection were broadly satisfactory, the quality of teaching overall is unsatisfactory. This is because the skills that pupils develop in the computer suite are not practised and consolidated when they return to their classrooms. In the suite, teachers build on pupils' previous knowledge well and use demonstrations to teach key basic skills in word processing and other programs. The step-by-step teaching of skills, and the effective deployment of support staff, enable pupils, including those with special educational needs and those with English as an additional language, to have full access to each activity. In most lessons, learning objectives are clear and are used effectively to focus pupils' attention on learning specific skills. Pupils are encouraged to practise skills in pairs, to work collaboratively and to support each other. They accomplish this very well.
129. The school has provided a range of training for all permanent teaching staff and this has increased their confidence. The school's development plan includes an action plan designed to improve standards in the subject and to extend the use of computers so that they are used to support teaching and learning across the curriculum. However, insufficient progress has been made in implementing the action plans made by the different subject co-ordinators and there has been little impact on improving pupils' achievement and their understanding of the subject. Assessment arrangements are underdeveloped and the co-ordinator has not had any opportunity to monitor performance. Monitoring the use of computers and evaluating the standards that pupils attain are critical if the co-ordinator is to determine what is working well and what needs improving. Appropriate measures are taken to ensure that the use of the Internet is safe.

## **MUSIC**

130. The school places great emphasis on teaching English and mathematics and in consequence there is less time available to spend on other subjects. Since the previous inspection this strong emphasis has increased. As a result, the amount of time spent teaching this subject has been squeezed. Also the school has, until recently, been unable to recruit a teacher who has expertise in the subject. Nevertheless, pupils' achievement is still satisfactory and most reach standards that are in line with national expectations. The main emphasis in lessons has been on singing and simple performance with untuned percussion instruments. Other elements of the National Curriculum, such as the use of information and communication technology, understanding musical vocabulary, appraisal of music from different times and cultures, have been limited until recently. Opportunities to enhance spiritual development through appreciating the beauty of music are not always grasped.

131. The quality of singing, by both boys and girls, is satisfactory throughout the school. They sing enthusiastically in music lessons, in assemblies and school performances. In Year 2, pupils have a wide singing range, pitching higher notes with accuracy and producing a well-rounded vocal tone. The regular opportunities provided by the class teachers in Years 1 and 2 for singing during the lessons, further develops pupils' musical confidence. For example, pupils with special educational needs were heard learning the letters of the alphabet by singing a catchy song, in several classes pupils answer the register by singing their names and all pupils sing hymns in a weekly assembly. By the end of Year 2, pupils are on course to integrate musical accompaniments to songs successfully. They are steadily improving rhythmic and melodic ideas that match given moods effectively. However, they do not fully understand concepts, such as pitch, duration and texture, and they do not use these words with confidence when discussing music. Their learning has been restricted by the limited time spent on learning music. Pupils in Year 2 learnt Christmas songs by using taped accompaniments. Higher-attaining pupils were not sufficiently challenged by being given harder melodic parts on pitched percussion. Other pupils, including those with special educational needs, also played simpler parts, using non-pitched instruments.
132. Pupils' attitudes to learning and their behaviour are good. They enjoy lessons, contribute very well to practical sessions, where they play and sing, and listen attentively to the music that is played to them. They express views and opinions about the music they hear. For example, the rhythm of the 'Good Morning' song sung by Year 1 made one pupil feel like 'jumping up.' They use equipment safely and sensibly, and return items to their proper place at the end of lessons. They work well in small groups as they painstakingly prepare compositions and performances for the end of term concerts.
133. The quality of the teaching seen during the inspection was satisfactory and teachers teach the subject confidently although most lack specialist expertise. However, limited use is made of the available instruments. Teachers provide limited opportunities for the pupils to listen to the work of other composers and when music is played in the assemblies, little reference is made to the compositions or the composers. There is limited work on comparing the similarities and differences between music from other cultures.
134. There is no evidence of written work by the pupils and no systematic collection of their work has been made. This makes it difficult for teachers to assess pupils' attainment and progress, not only for individual pupils but also to determine the standards that the school as a whole achieves. There are few books on music education in the library to enrich learning.
135. Improvement since the time of the last inspection has been satisfactory but there is a general lack of emphasis on the subject, and insufficient monitoring to ensure that the full programmes of study are taught in sufficient depth. The subject has a low profile. Opportunities are missed to promote pupils' spiritual, cultural and multicultural awareness through music.
136. A talented musician has been recently appointed to the role of co-ordinating provision and being responsible for raising standards. Her influence is beginning to have an impact on raising standards.

## **PHYSICAL EDUCATION**

137. Pupils' attain standards that are above average. This is a similar picture to that described at the time of the last inspection. Pupils, including those with special educational needs and those with English as an additional language, achieve well. This is because the subject has a high profile in the school's curriculum as it is perceived as being particularly relevant to the specific needs of many pupils who have few opportunities for structured physical activity outside school. The subject is also afforded a high status in the curriculum because it allows pupils to balance their mental effort with appropriate physical activity to promote the release of energy accumulated during intensive tuition during classroom lessons.
138. In a dance lesson, pupils in Year 1 demonstrated good skills as they moved to music. They mimicked different animals, alternatively flapping their arms, waddling or huddling together in

imitation of penguins. They practised these movements and refined their performance, improving composition and sequences in response to music. In Year 2, pupils built on skills acquired earlier. They demonstrated effective warm-up routines linked to dance and built these into sequences as they responded to different rhythmic patterns. The majority of pupils have the ability to recall sequences of movements learned in previous lessons and collaborate sensibly when working with their partners.

139. Pupils' attitudes to learning are very positive throughout the school. They are well motivated, keen to participate in lessons and understand the importance of listening and following instructions. They work well individually and with a partner.
140. The quality of teaching is consistently good. In lessons, learning objectives are described explicitly to pupils and are used well to brief pupils on the skills to be practised as well as to evaluate pupils' learning. Teachers make effective use of the good quality of individual pupil's performance to demonstrate the standards expected to the other pupils so that they understand how to improve their presentations. This was clearly demonstrated in a gymnastics lesson for pupils in Year 1 where well-rehearsed routines for warming up were used to encourage pupils to vary their body shapes as they stopped and stretched. Good use was made of a pupil's well-developed skills in bouncing when the rest of the class were invited to comment on the quality of performance. In most lessons, pupils are provided with sufficient time to rehearse and refine their movements and apply skills as the teacher pauses to evaluate their performance and offer guidance.
141. Provision for swimming is good and pupils benefit from the easy access to the junior school swimming pool and the specialist tuition they receive. Assessment procedures in the subject are underdeveloped. Although priorities for developing the subject are identified, they are not sufficiently focused on raising standards.

## **RELIGIOUS EDUCATION**

142. Pupils' achievement is satisfactory and most attain standards that meet the requirements described in the locally agreed syllabus. This is similar to the picture described at the time of the last inspection. There are still some gaps in the knowledge and understanding of pupils in Year 2. This is because the new locally agreed syllabus has not yet been fully implemented. However, there are few visits or visitors from the different faith communities. Major festivals of the world faiths are not always celebrated.
143. The quality of teaching is satisfactory overall, although during the inspection, one good lesson was seen. Teachers are developing their knowledge and understanding of the subject well. They plan effectively and relate the moral issues to religious beliefs. They make appropriate use of religious objects from Christianity, Hinduism and Judaism both in teaching and in effective displays that combine religious artefacts together with pupils' work. This helps foster a strong sense of respect for the range of religious beliefs in the school, which is reinforced by pupils' learning in art and in assemblies. The festivals of Light, Christmas and Easter have been celebrated in assemblies. In a minority of lessons, the diverse faiths among the pupils are not fully used and, consequently, teaching is less effective than it should be. Teachers do not yet assess pupils against the attainment targets of the agreed syllabus. This leads them to plan work that is not always closely matched to pupils' needs, including the needs of higher-attaining pupils, those for whom English is an additional language and those with special educational needs. As a result, these pupils do not always learn as effectively as they should.
144. Learning is enhanced by giving pupils direct experiences of religious beliefs and by developing an interest in, and an enthusiasm for, the subject. Pupils develop a wider appreciation and understanding of the Jewish faith when they light the candles for the festival of Chanukah. They learn the reasons for lighting the candles and express their own opinions about religious tolerance. This contributes effectively to their spiritual development. Their cultural development is extended when they taste latkes, a traditional festival food fried in oil. However, pupils of all abilities and ages, experience the same work and this hampers the progress of the higher-attaining pupils who are not extending their knowledge. Pupils in Year 1 learn about the Christian faith and relate it to

their own experiences of Church-going. They write about the Biblical story of the loaves and the fishes and learn about how Jesus fed the poor. However, lessons are often over directed by teachers and opportunities are missed for the further development of speaking, reading and writing skills.

145. The work expected of pupils does not make an effective contribution to pupils' literacy skills. Pupils are not encouraged to write independently. Work is rarely recorded. There are too few links between religious education and literacy. Limited use is made of computers in teaching the subject. The subject co-ordinator is new to the role and has yet to monitor the quality of teaching and learning. Nevertheless, the competence of teaching in individual classes, and the respect with which the subject is treated by pupils and teachers throughout the school, place it in a good position to make further improvements.