

# INSPECTION REPORT

## **EASTCOTE PRIMARY SCHOOL**

Welling

LEA area: Kent

Unique reference number: 101404

Headteacher: J Duggan

Reporting inspector: S Tweddell  
1709

Dates of inspection: 21 - 23 October 2002

Inspection number: 246118

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Eastcote Road Welling Kent
Postcode:	DA16 2ST
Telephone number:	020 8856 1346
Fax number:	020 8856 0802
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Worthy
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1709	Sandra Tweddell	Registered inspector	History Music	What sort of school is it?  How high are standards?  The school's results and achievements  How well are pupils taught?  How well is the school led and managed?  What should the school do to improve further?
9519	Sue Pritchard	Lay inspector	Educational inclusion	How high are standards?  Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the school work in partnership with parents?
2734	Paul Cosway	Team inspector	English Art Foundation Stage	How good are the curricular and other opportunities offered to pupils?
31029	Peter Thrussell	Team inspector	Mathematics Geography Physical education Religious education Special educational needs	
8696	Abul Maula	Team inspector	Science Design and technology Information and communication technology Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Eastcote is an average sized primary school which educates boys and girls, aged 3 to 11. There are 220 pupils on roll, 25 of whom attend the nursery which is open in the mornings. New pupils enter the reception class twice a year, in September and January. In the main, pupils come into the school from Welling but currently, 14 per cent of the school's intake comes from the neighbouring borough of Greenwich. The number of pupils who are entitled to free school meals is below average. The number of pupils for whom English is an additional language is higher than in most schools and almost all are fluent in English. A small number of pupils come from an Asian, Black Caribbean and Black African backgrounds. There are fewer pupils with special educational needs than in most schools. Currently, 11 per cent are on the register of special educational need and one per cent of these have a statement. Most of these have moderate learning difficulties. Attainment on entry fluctuates from year to year but is generally above average.

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

Eastcote Primary School gives its pupils a good education. The leadership and management of the school is good overall and that of the senior management team is very good. Recent action to raise standards has led to significant improvement at the end of Year 6 in 2002. Pupils enter with attainment that is above average. They progress well in the Foundation Stage and enter Year 1 with above average attainment. They make very good progress in Years 1 and 2 and attainment at the end of Year 2 is well above average and in the top five per cent of schools in the country in reading and writing. Effective teaching ensures that they continue to make good progress in Years 3 to 6, and when they leave at the end of Year 6, their attainment is well above average in English, mathematics and science, but is broadly average in other subjects. Their behaviour and attitudes are excellent. Despite above average costs, the school gives good value for money.

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

- Attainment in English, mathematics and science is well above average.
- Pupils make good progress overall and very good progress in Years 1 and 2.
- Children in the Foundation Stage are prepared very well for entry into Year 1.
- Teaching and learning are good and much teaching is very good.
- Effective leadership and management have led to improvements in attainment.
- Pupils' behaviour and their attitudes towards school are excellent. Relationships throughout the school are excellent.
- Moral and social development are excellent and contribute to the excellent learning ethos.
- The school works hard to involve parents in the education of their children.

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

- Using the information from assessment to track the progress of pupils and to set targets.
- The attainment in subjects other than English, mathematics and science.

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

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

The school was last inspected in November 1997 and has made satisfactory progress since then. Provision for art and design and technology has improved. Assessment is carried out in all subjects, although the use of assessment needs further development. Co-ordinators now monitor the quality of the subjects for which they have responsibility. A system of quality assurance A system for ensuring the quality of staff performance has been in place, but has been affected by changes in staff. It has been reviewed in the light of these changes but is not yet fully effective. The provision for pupils with special educational needs has improved. Teaching has improved significantly. There are more opportunities for pupils to take responsibility. The curriculum has improved and homework is set regularly and contributes well to pupils' attainment. There have been improvements in teaching and learning. The school is well placed to make further improvements.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2001
English	B	C	B	C
Mathematics	A	B	A	B
Science	A	C	B	C

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

Attainment at the end of Year 2 over the past few years has been well above average and in 2002, was in the top five per cent of schools for writing. At the end of Year 6, attainment was above average in English and science and well above average in mathematics. When compared with similar schools, it was average in English and science and above average in mathematics. Over the past three years, boys have done better than girls. Staff have worked to raise attainment and were successful in 2002, when attainment improved significantly and the numbers reaching higher levels of the national tests were well above average. Attainment at the end of Year 2 has been maintained. The trend in performance has been in line with the national trend. In 2002, the school did not reach its target, for English and mathematics, one reason being the absence of pupils.

The inspection found a similar, and improving, picture to 2002. In the Foundation Stage, progress is good and children are prepared well in all their areas of learning for entry into the main school. By the end of Year 2, pupils have made very good progress and attainment is well above average in reading, writing, mathematics and science. Pupils continue to achieve well in these subjects and attainment is well above average at the end of Year 6. It is above average in history and is average in music, art, geography, design and technology, information and communication technology (ICT), religious education and physical education. Attainment in swimming is well above average. Girls do better than boys in Years 3 to 6. Pupils with special educational need and those for whom English is an additional language achieve as well as their peers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Most pupils are attentive and willing to learn.
Behaviour, in and out of classrooms	Excellent. Pupils are courteous, helpful and polite.
Personal development and relationships	Very good. Relationships are excellent.
Attendance	Above average.

Pupils' excellent attitudes and behaviour enable them to learn well and attain high standards in English, mathematics and science.



## TEACHING AND LEARNING

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

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

Teaching is good overall and pupils learn well. Over half of the lessons observed were very good or excellent. Teachers of children in the Foundation Stage have a good understanding of how children learn and they interact well with them to develop skills and understanding. In the main school, teachers have a good understanding of the subjects they teach, which they use well to motivate pupils and to develop their learning. Very good relationships ensure that pupils have confidence to make mistakes and to learn from them. Teaching of literacy and numeracy is good. All pupils are valued equally so there is no difference in the teaching of pupils from the range of ethnic groups that is in the school. Pupils who have special educational needs are taught well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Like most schools, more attention has been given to English and mathematics than to other subjects, so attainment in other subjects is not as high. Extra-curricular provision is good.
Provision for pupils with special educational needs	Good. Pupils make good progress due to effective leadership and management.
Provision for pupils with English as an additional language	Good. Pupils make the same progress as others as the school treats all pupils equally.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for moral and social development is excellent and is good for spiritual and cultural development.
How well the school cares for its pupils	The school cares well for its pupils. The procedures for assessment are good overall but assessment is not used to ensure that pupils are making the progress they ought.

The school does all it can to involve parents in the education of their children. Staff work very well with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management of the headteacher and deputy are very good. The headteacher knows the school well and has a clear agenda for it to maintain its improvement. His high expectations are seen in the excellent ethos of the school.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school and use their expertise well in its support. They fulfil their responsibilities well.

The school's evaluation of its performance	Satisfactory. Co-ordinators regularly review the work of their subjects. Informal systems ensure that the quality of teaching is high.
The strategic use of resources	Very good. Governors and the senior team make the most of their resources.

Staff have a very good range of experience and expertise. Resources are adequate in most areas. The accommodation is good, but the two outside classrooms are in a poor condition. The school applies the principles of best value well.

## 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>• Their children like school and they make good progress.</li> <li>• Behaviour is good and pupils are encouraged to be responsible.</li> <li>• Teaching is good and pupils are expected to work hard and do their best.</li> <li>• They would feel comfortable to talk to staff.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Out of the 35 parents who returned the questionnaire, a small number feel that the amount of homework is not right, many of these think it is excessive.</li> <li>• An equally small number feel they receive insufficient information about their child's progress</li> <li>• Over half feel that the range of activities outside school is insufficient.</li> </ul>

Parents think highly of the school. The inspection found that they are justified in their views of what pleases them. Homework is set to a regular timetable and a homework club is offered for those who need support. The information about children's progress is good. The range of activities outside school is good and includes many visits, visitors and some residential trips.

## **PART B: COMMENTARY**

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

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

1. Attainment has been very high for a number of years by the end of Year 2. This is due to the high expectations of teachers in Years 1 and 2 and the children in the Foundation Stage being well prepared to start the National Curriculum. Attainment by the end of Year 6 has been generally above the national average, but in 2001, when compared with similar schools, was below average in English and science and average in mathematics. Staff tackled this by raising their expectations of what pupils could achieve and using methods to raise attainment, such as focusing on higher attaining pupils as well as those who needed support. This was highly successful and attainment in English, mathematics and science rose significantly.
2. The inspection found a similar pattern to last year. Teachers' expectations of pupils' work in English, mathematics and science are high, so attainment in these subjects is in line to be well above average at the end of Year 2 and Year 6. In these subjects, pupils make very good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6 which enables them to maintain the high standards. In history, and aspects of ICT, attainment is above average at the end of Year 6. Other subjects have not had the same attention, a picture found nationally. Achievement in other subjects is therefore satisfactory and attainment is broadly average.
3. Pupils for whom English is an additional language achieve as well as other groups of pupils, as all pupils are valued equally. Senior management have recently analysed the progress that this group of pupils makes and found there to be no difference. Higher attaining pupils achieve well and attain high standards in English, mathematics and science. Pupils with special educational needs make good progress as they are supported effectively by classroom assistants and by their teachers who know them well and make sure that the work is suitable for them. Boys do less well than girls. Inspectors found that boys are equally motivated and responsive in class, although there is an odd occasion when they have to be reminded to concentrate. Their work sometimes showed more attention to facts and a less deep response than that of girls, although this is not always the case.
4. Children in the Foundation Stage make good progress and attainment is above average when they enter the main school, often working within the early stages of the National Curriculum. Attainment in personal, social and emotional development is particularly high. Children relate well to adults and to other children and they work well together. Their skills in literacy and numeracy are well developed, a few write sentences and most know that books are a source of information. Many enjoy reading and listening to stories. Physical development has improved since the last inspection as they have many opportunities to work on equipment in the new outside area. They are curious about their world and this is encouraged well, so they develop a good knowledge and understanding of the world. Many opportunities are given for them to develop their skills of creativity. In the 'airport', they queued happily to have their passports read and then entered the plane, having left their luggage with the baggage handlers. They enjoy singing and painting.
5. In the main school, attainment in literacy and numeracy is high and pupils apply their skills well when they are given the opportunity. The national strategies are used effectively. In history, pupils use skills of literacy to research and analyse information which they then present very well. In design and technology, Year 6 pupils use skills of numeracy well to work out angles and measure card accurately. Skills of literacy and numeracy are sometimes not so well promoted in other curriculum areas.
6. ICT has been a focus for development and attainment is therefore rising and, in some aspects, is above average at the end of Year 6. This is because skills in ICT are now taught in the new computer suite and are reinforced in subjects such as history. Many pupils are confident to use word processing and the Internet. They scan pictures into their work and download information. Skills in control technology are less well developed, as equipment is not yet available. Pupils achieve satisfactorily in design and technology and attainment is average at

the end of Years 2 and 6. This is an improvement since the last inspection, when attainment and progress were poor.

7. Attainment in history is likely to be above expectations at the end of Years 2 and 6 and pupils achieve satisfactorily. Strengths are in pupils' knowledge of different periods of history and in their questioning approach to the subject, which enables them to find out about the past. In geography, pupils make satisfactory progress and attainment is similar to that in most schools. The subject is not covered in as much depth as history. Pupils achieve satisfactorily in religious education and their attainment is in line with the expectations of the locally agreed syllabus. Strengths are in the discussions that take place.
8. Attainment in art and music is similar to most schools and pupils achieve satisfactorily. However, singing is a strength. Attainment in swimming is well above average as staff are rightly concerned about the safety of children in water and so go beyond what is expected by the National Curriculum. As physical education was taught mainly at the end of the week, reliable judgements cannot be made about attainment in the subject.
9. Attainment in many subjects does not match that of English, mathematics and science, as the school has appropriately focused on these areas, following national advice.

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

10. The pupils at Eastcote Primary School behave exceptionally well and have excellent attitudes to their learning. They are confident, outgoing and have high levels of self-esteem. Because they are so eager and willing to learn, they show a high level of respect for their teachers and enjoy excellent relationships in school. Children in the nursery and reception class quickly adjust to the daily routines and rules of school and enter wholeheartedly into their lessons and all the activities. The quality of the teaching and the excellent attitudes and behaviour of the pupils form a powerful combination that helps create a most effective environment for learning.
11. Pupils have made gains in their personal development, which is now very good. Over their time in the school, they gain in maturity and become self-disciplined members of the school community. Their capacity for independence and initiative is encouraged through educational visits, lesson activities and charitable work. Most pupils develop their personal study skills by organising their free time to complete the homework activities they are set. All respond well to the efforts teachers make to hold their interests during discussions and promote their thinking skills. Pupils acting as monitors draw on personal qualities of tact and persuasion to help encourage friendly relationships and conduct in the playground. These experiences result in pupils knowing the right thing to do and learning how to resolve difficulties.
12. The standard of pupils' behaviour has improved significantly since the previous inspection and is now excellent. Most arguments in school are short-lived, soon forgotten and sorted out between the pupils themselves. This is borne out by the fact that there was no evidence of bullying in school during the week of the inspection, neither was there evidence of any tension amongst different individuals or groups. Quite the reverse; pupils see it as their duty to seek help for someone injured or unhappy. Although one pupil was excluded temporarily in the year before the inspection, the school has not had to resort to the ultimate sanction of permanent exclusion in recent years. Pupils rarely betray the expectation the school has that they act responsibly and are trustworthy. This is particularly apparent in the way they move around the school; quietly and sensibly, showing respect for others. Pupils behave in a mature way for their age and they contribute to making the school the pleasant and orderly place it is.
13. Pupils' attitudes to work and relationships with others in school are excellent. They are inspired and motivated by the high standard of good quality teaching and enjoy taking part in the well-planned and interesting lessons that challenge their capabilities and intellect. The collaborative response of a group of six pupils from Years 5 and 6, when asked what they liked best about their school was *"The teachers; because they bring new ideas into school which help us"*. Pupils enter into friendly conversation spontaneously and find much about themselves and their school to be proud of. Parents are pleased that teachers are open with their children and take time to share opinions and discuss experiences with them.

14. There are frequent instances in lessons where supportive and constructive relationships allow pupils to work at their own level without fear of failure. Pupils feel secure and able to speak out, knowing that they will be listened to, treated seriously and not feel foolish if their answer is wrong. An example of this was seen in very well taught history lesson in Year 5 where pupils were particularly keen to share, clarify and test their knowledge of hieroglyphics and Ancient Egypt with the teacher and their class. Pupils' skills of co-operation are admirable. Even when the teaching is somewhat less imaginative, pupils are still keen to learn. Their attitudes and behaviour throughout the inspection week were consistently good, often very good and occasionally excellent - a remarkable and commendable achievement for children of this or of any age.
15. Pupils with special educational needs are equally co-operative and work well in their class groups, where they receive good support. Pupils from the range of cultures in the school have similarly positive attitudes to school. They get along well with their classmates, and play and mix freely with them. The school has been successful in creating a harmonious community where pupils irrespective of their cultural differences or attainment get along famously. These excellent relationships do much to enhance the learning opportunities of all pupils.
16. Pupils' attendance is good. It could be better if fewer families took their children on holiday during term time. However, the school has taken steps to prevent the problem from escalating out of hand. Because they are so keen to learn and to be in school, pupils aspire to receiving the specially designed certificates as proof of their regular and good attendance. Pupils arrive promptly for school. Those who are late know that the school will soon be phoning their parents to find out why.

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

17. The quality of teaching is good overall and many lessons are very good or excellent. No unsatisfactory teaching was observed in the school.
18. Teaching in the Foundation Stage is very good. Teachers have an excellent understanding of how young children learn and they provide a wide range of interesting and exciting activities that develops children's learning very well. Adults interact well with children, listening to them carefully and asking them questions to extend their understanding. Relationships amongst adults are excellent as is the teamwork. Children therefore have a good role model which extends their personal, social and emotional development. Planning is thorough and all adults know how they are to work throughout the day. Assessment is very good, adults take it in turns to observe how children are learning and keep very good records of their observations.
19. Pupils who have special educational needs are taught well. They receive well-planned support from the specialist teacher and, in classes, they are supported effectively by learning support assistants. Class teachers have a detailed knowledge of the pupils in their classes so, when support is not available, they ensure that pupils with special educational needs are learning. When pupils have difficulties in concentrating skilled teaching ensures that they are drawn into the lesson. This is done sensitively, so as not to draw attention of the other pupils to these children.
20. Higher attaining pupils achieve well in English, mathematics and science but in other subjects, the degree of challenge varies and so they do not always make the progress they ought.
21. Almost all pupils speak English fluently. The headteacher ensures that support is given should a pupil arrive whose skills in speaking English are limited. In lessons, those pupils who come from cultures other than English are taught well and are confident in class as a result.
22. Boys do less well than girls in assessments, but they are as equally motivated by the teaching as girls and are eager to take part in lessons. Teachers ensure that they are given good opportunities to contribute to discussion. Staff have not yet looked at all the resources with a view to developing boys' learning to the same degree as that of girls'.

23. The management of pupils' behaviour is excellent. All teachers have very high expectations of their pupils and relationships between teachers and pupils are excellent. These features create an ethos of mutual respect and trust so that pupils are confident to answer and not afraid to make mistakes and therefore learn from them. In one example, pupils in Year 2 had been learning about electricity, and an outside speaker was invited to join the class to talk about their work. The class had been well prepared by the teacher and had a very good understanding of electricity. Their confidence, engendered by the excellent learning ethos, enabled them to discuss their findings avidly with the speaker and to extend their knowledge further.
24. Many teachers have high expectations of their pupils' work, often seen in their questioning skills. In a Year 3 lesson about Rama and Sita, the teacher provoked a deep understanding of the significance of the story through questions. She ensured that all, even the most reluctant, contributed to the lesson which developed their understanding. In a Year 6 lesson on Shakespeare, the high expectations coupled with a brisk pace and enthusiasm for the subject motivated pupils highly.
25. Teachers have a good understanding of the subjects they teach, helped by the subject guidance. In a Year 4 English lesson, the teacher's good understanding of a poem and knowledge of suffixes enabled her to present the poem in a lively and interesting way, which motivated pupils to want to read it aloud. Her effective questioning about suffixes involved pupils well and helped them to understand the idea. The teacher of a Year 1 class helped pupils to think about changes when they grow through very effective questions, good use of resources and clear explanations. These features led to very good learning for these young children.
26. Pupils are encouraged to be independent, which is an improvement since the last inspection. They are expected to arrive in school prepared for lessons and to use resources in classrooms responsibly. They are encouraged to research. Pupils in Year 5 had been asked to research hieroglyphics for homework. They arrived with a great deal of information that they were eager to share with their teacher and their classmates. The teacher's skill in encouraging all to contribute their ideas to the discussion extended the ideas of all in the class. In this lesson, the teacher's skill in drawing out pupils' knowledge about the topic further deepened their understanding. The learning of all groups of pupils was very good as a result. In a few lessons, the pupils are over reliant on the teacher and are not encouraged to evaluate their work.
27. Generally, work is well matched to the needs of the pupils, particularly in English, mathematics and science. In other subjects, this is not always the case as assessment is not as well developed so is not used to set work that will challenge all pupils. An example is the over-reliance on worksheets that anticipate too narrowly their level of response.
28. In the last inspection, although nearly two thirds of teaching was good or better, ten per cent was unsatisfactory. Now teaching is good and much is very good. The inspection found that a key reason for this is the excellent environment in the school which motivates teachers to enjoy their work and to be enthusiastic about their teaching. They also care deeply about the pupils in their classes. As the pupils stated in discussion, the best thing about the school is the teachers.

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

29. Since the last inspection, the curriculum for the children in the Foundation Stage (in the nursery and reception classes) has improved. Provision is now very good. The curriculum takes due account of the new requirements for children in the Foundation Stage and the school provides a very good range of activities across the six areas of learning, so that children make very good progress. Children who have special educational needs are supported well, and higher attaining children achieve appropriately because the work is planned satisfactorily for them. Teachers plan their work very effectively to provide a stimulating and relevant range of activities. As a result, the children learn well, because they are interested and involved in the tasks they are set. The provision is at its most effective during the whole class activities,

because of the very good teaching methods that the teachers use to extend and challenge the children. However, there are also very good instances of children working in small groups, with a clear learning focus, in which children work with an adult supporting them and achieve well. Personal and social development is given a significant amount of curriculum time and the very good progress that the children make as a result ensures that their behaviour is very good and they are co-operative. This has considerable benefits for the rest of the school, because the groundwork done in the Foundation Stage helps to foster the very good ethos for learning that has such a significant impact on progress throughout the rest of their time in the school.

30. In the rest of the school, the curriculum is satisfactory overall and meets statutory requirements. The curriculum for pupils between the ages of five and seven has many strengths. There is appropriate emphasis on the teaching of literacy and numeracy, and the greater part of every morning is given over to these subject areas. The curriculum is broad and balanced. It is well planned and rich in learning experiences of quality. The children are stimulated and enthusiastic learners as a result – never bored or disinterested. There is good provision for visits and other activities that enhance the taught curriculum, such as the trip to London Zoo that assisted with work in science.
31. In Years 3 to 6, the curriculum is also broad, covering all the subjects of the National Curriculum. The balance, however, is just satisfactory. Some subjects, such as art, design and technology, history and geography, are taught in rotation – half a term for each. This releases more time for English, mathematics, science and information and communication technology, but it interrupts the development of skills in other subjects. Having learnt a skill in history, for example, it could be half a term before they return to it. It is appropriate that the core subjects have received the bulk of the training and development time in recent years, but it is now appropriate for other subjects to be developed further. The school needs to be aware that the provision for and standards in some other subjects, especially design and technology, are affected by the current arrangements. The quality of work is high in those subjects that are getting the bulk of curriculum time – English, mathematics, science – but is less so in the subjects where the provision is less strong. The provision for the teaching of swimming is particularly good. The school takes its responsibility to train every child to swim, for their future safety and well-being, very seriously indeed.
32. The provision made for pupils with special educational needs is good. The support given generally allows pupils full access to the learning opportunities provided. Within literacy and numeracy pupils receive regular support, which is appropriate to their needs, and teaches them the skills which help them to access the full curriculum.
33. There are strengths in the quality of curriculum provision for literacy and numeracy. The school has effective strategies for teaching numeracy and literacy skills. All members of staff have received extensive training in teaching literacy. For example the development of good speaking and listening skills is given a high priority throughout the school. Sometimes, opportunities are missed to develop skills of literacy in other curriculum areas. Numeracy is generally taught well throughout the school, although, like literacy, there are some missed opportunities.
34. There is not a separate programme of personal, social, moral and health education, although some classes do have short periods of circle time. However, the overall provision is good, because of the inputs from assemblies and the way in which the ethos of the school permeates all of its activities. These consistently support the personal development of the pupils, showing them by direct teaching and example that they should be considerate, kind, well-behaved and courteous. There are lessons in sex education and drugs awareness training for pupils when they reach an appropriate age.
35. All pupils have equal opportunity to take part in the full range of activities within the school. Pupils with special educational needs and those who have English as an additional language have full access to the whole curriculum, including the National Curriculum. Pupils take full part in school activities and take responsibility for themselves. From the beginning of reception, children are encouraged to develop independence and to sort out their own problems, whenever appropriate. There are some instances of the higher attaining pupils or lower attainers being disadvantaged because the work set for the whole class is not entirely

appropriate for them. This is related to the work that the school still has to do to ensure that assessment information is used effectively by all teachers.

36. The wide range of classroom-based activities are complemented by a very good variety of educational visits – to local farms, for example – and the local community is used well for these. A local farm is visited by Year 3 pupils and the farmer comes into class to be interviewed by them. Local Christian groups organise assemblies and religious education workshops. The Globe players are used to enhance history and literacy lessons and Year 6 visited the Globe Theatre in the inspection week. There are valuable contributions from the local police, drugs awareness theatre groups, story tellers and poets, as well as African dancers, a local music school and a drum workshop. There is also a homework club, choir, sporting teams and musical performances. Extra-curricular provision enhances the curriculum and pupils' experience of school. Links with other educational institutions are satisfactory. The school is an active part of the local consortium of schools and takes work-experience students.
37. The school's provision for pupils' personal development is now very good overall, and is a strength of the school.
38. Good provision is made for pupils' spiritual development. Within religious education pupils are taught about different world faiths, and through this start to show respect for people with different beliefs to their own. The good quality of teaching, at times, creates those magic moments in lessons where pupils' spirits are raised in spellbound attention. Teachers consistently praise pupils' achievements in all areas of the curriculum, bringing about pupils' belief in and respect for themselves and others. Assemblies provide quiet times for reflection and prayer.
39. The provision for pupils' moral development is excellent. Staff, in their dealings with each other, act as very good role models for pupils. Within religious education and assemblies, moral issues are discussed well. Each class discusses and agrees its own rules for classroom behaviour. The school's very high expectations of behaviour, along with the excellent relationships between staff and pupils, create an atmosphere in which pupils can clearly distinguish between right and wrong. Achievements, both academic and personal, are consistently recognised. Pupils earn certificates that are presented in the weekly celebration assembly, and proudly kept in individual 'well done' wallets.
40. Excellent provision is made for pupils' social development. Within classrooms pupils have responsibilities for giving out, tidying away and taking registers. Every Year 6 pupil has a monitorial role around school; they help younger pupils during indoor playtimes and lunchtimes; there is a rota for the Playground Squad, who engage younger pupils in play, give out playground equipment, and support those who are lonely. Pupils take part in fundraising activities, recognising people in society who are less fortunate than themselves; Year 6 pupils organise and run an annual mini-fair; they decide on the stalls to have and on the charity they wish to support. Through arranged visits, including a residential visit for Years 5 and 6, pupils have very good opportunities to develop their social skills away from school. Very good provision for homework encourages pupils to work independently and to be in charge of their own learning.
41. The provision for cultural development is good. There are very good opportunities to develop a knowledge and understanding of western culture, for example in literacy, where pupils are introduced to the works of Shakespeare, and in music and art and design where pupils study the work of famous composers and artists. Visitors such as story tellers, music and theatre groups add to this provision. However, there are insufficient opportunities to develop pupils' awareness and understanding of the wider range of cultures represented in Britain today.

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

42. Overall, the school cares well for its pupils. In essence, the judgement reflects the findings of the previous inspection. The school has improved its procedures for promoting good behaviour in order that they continue to be effective. The very good procedures are particularly effective



in dealing with any incidents of bullying. However, there is a lack of assessment information to help plan the curriculum, monitor progress and set targets that directly involve the pupils.

43. The school has improved certain aspects of its procedures for child protection. All staff, including the midday supervisors, are mindful of the need to listen carefully to what pupils say and to be on the lookout for any indication of possible neglect or abuse. To this end, the school relies heavily on informal procedures, commonsense and the open and trusting relationships amongst adults in school. What is not always made clear, for example in the staff handbook, is that staff must always contact the designated teacher in the very first instance should they uncover concerns of a child protection nature.
44. The school is very successful in managing the crucial period of transition from home to school. All staff make it a priority to settle children well, beginning with the successful home visits and pre-school meetings between teachers and parents. Strong emphasis is placed on furthering the children's personal and social skills and integrating them into the rigours and routines of school life. By the time, children leave the reception class they are secure and confident in their approach to school. Parents confirm their children are never unhappy about coming to school.
45. Procedures that support pupils' personal development are good. Parents are very comfortable about discussing their children's development with teachers, which helps the school acquire an informed view of a family's personal circumstances. Teachers make appropriate use of the information gathered to enter into a supportive dialogue with the pupils themselves and with the parents about their child's personal progress. The school states a commitment to ensuring that all pupils are fully included in all aspects of school life. Parents value the fact that the school recognises any achievement their children make on a personal level.
46. A programme related to personal, social and health education includes aspects of citizenship, healthy living, sex education and the dangers of drug abuse, with good support from the school nurse and the police. Theatre in residence companies are involved in helping pupils to understand and handle some difficult issues that they may one day face. Parents trust the school to provide sensitive and supportive teaching of the issues involved. These lessons are used effectively to support pupils' personal development, their understanding of relationships and awareness of other peoples' feelings.
47. Very good systems promote positive behaviour and eliminate any incidents of bullying or racism. The effectiveness of these systems is reflected in the climate of courteous and respectful behaviour established in school, which is supportive of family and community values. Everyone involved with the school expects the very best of the pupils and this is a key factor in the quality of personal support the pupils receive. Staff apply the rules on conduct consistently to discover and to eliminate any persistent misbehaviour, bullying or racial incidents. The school follows up all discovered and reported incidents by counselling the victim and working with the perpetrator and his/her parents. The headteacher sets a positive example to the rest of the staff in promoting high standards of behaviour. He is often around the school talking to pupils about their day and encouraging honesty, good relationships and friendly conduct. Midday supervisors provide a consistent approach to discipline outside the classroom. As a result, pupils are confident that they can turn to any member of staff should ever they feel anxious, unhappy or unsettled. The firmly established system of merits and awards operates successfully throughout the school and continues to act as an incentive for pupils to behave well. These procedures have made a strong impact on the standard of behaviour in school, which is now excellent.
48. There are good procedures in place to eliminate potential risks to the safety and well-being of all who use the premises. The headteacher, governors and caretaker duly discuss and prioritise for action the work identified by their routine assessments of any health and safety risks evident around the premises. Teachers are careful to ensure a lesson activity does not present a risk to the pupils taking part in it, including the use of the internet. Pupils are usually good at tidying up after them, having been trained to keep classrooms and corridors free of unnecessary clutter.

49. Procedures for administering first aid are good. Two members of staff have been fully trained in first aid provision, another has had specialist training in administering first aid to young children and most other staff have had basic first aid training and know what to do in an emergency. Good links with the school nurse help staff meet the needs of pupils with specific medical conditions. Sick and injured pupils are closely monitored for signs of distress and good contact is maintained with the parents when there is any concern about a child's health. Procedures to meet additional needs such as physical access are satisfactory. The school continues to lobby the appropriate authorities to replace the temporary classrooms in order to improve access for the disabled.
50. The very good procedures for monitoring and improving attendance are strictly enforced and are beginning to make parents think twice before taking their child out of school for a holiday. The school monitors trends and variations in attendance patterns to provide information that will act as a warning to parents. Registers are marked with care and strictly in accordance with statutory requirements. Attendance has improved as a result.
51. Pupils with possible special educational needs are identified from baseline assessments and concerns raised by teachers in early years. Following careful observation of these pupils in class, the needs are clarified and Individual Education Plans drawn up by the coordinator, in consultation with class teachers. The help and support of outside agencies is sought as required both for assessing pupils and for guidance on support. Realistic and manageable targets are set for pupils that are reviewed termly. Older pupils now have the opportunity to be more involved in their reviews and target setting. Some lesson observation sheets are filled in and a note is made of those activities that have required support, providing evidence for reviews. Good provision is made for pupils having statements of special educational needs, whose annual reviews are carried out thoroughly.
52. Assessment procedures are good and the use of assessment is satisfactory overall. Assessment and its use are appropriately a focus of school development planning. Alongside the national tests at the end of Years 2 and 6, each year group takes optional tests at the end of the year in English and mathematics. Reading and spelling tests are also taken. There is therefore much useful information about how well pupils are doing. Each teacher has information for their class and this is passed on from year to year. However, the information is currently not in a manageable form. Staff have recently collated it onto one form and this is going to be used to track the progress that pupils are making. The information has been used to set individual targets for some pupils in Year 6 in English, but not in other subjects. Of particular note are the *omissions sheets*. Each half term, pupils are assessed on a topic to see which pupils need extra support and which need to have additional work to extend their learning. These are mainly in English, mathematics and science.
53. In subjects apart from English, mathematics and science, teachers assess each term and at the end of the year, give a level based on the subject guidance and National Curriculum levels of attainment. This information is, however, used inconsistently in lesson planning.

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

54. The school's partnership with parents promotes very effective links between home and school that enables parents to make a very good contribution to their children's learning. The value of this partnership has improved since the last inspection. More parents now help in the classroom and with fundraising. The school has had some success in dissuading parents from taking their children on holiday during term time.
55. The majority of parents responding to the questionnaire and those spoken to during the course of the inspection were very positive about the school and its work. Parents have a very good view of the school and what it provides for their children. They are particularly pleased with the quality of teaching, the fact that the children like school and the encouragement they have to work hard and do well. However, a few parents felt that their children had too much homework to do. The inspection evidence supports their positive views but found the majority of parents happy with the amount of homework set. The school provides helpful guidance to parents on what to do if homework presents a problem. An after school homework club for the older pupils

is welcomed by those who find it difficult to study at home. Well planned initiatives in school such as parents as reading and number partners help give parents the confidence and skills to work with their children at home.

56. The overall quality of the information available to parents is good. Parents are interested in what their children are learning and a good many come into school to view the lesson plans made available to them. The headteacher keeps parents well informed about school events and activities, taking time to explain his reasons for introducing new procedures or systems. Parents have no qualms about approaching teachers and are happy to come in and discuss the progress of their children, particularly if there are indications of a problem. Most parents are satisfied with the opportunity the consultation evenings provide to discuss any factors that may be limiting their children's good progress. Parents of pupils with special educational needs have additional opportunities to work in partnership with the school and to understand the individual steps their children need to take to help them progress.
57. Reporting to parents is good. Parents value the end-of-year reports as a good indicator of their children's progress. The language and style of reporting is clear and easily understood. The reports give parents an idea of what their child needs to do to improve, particularly in English and mathematics. The section on the pupil's personal progress is good and helps clarify any mismatch of perception between home and school.
58. Parents are kept sufficiently informed of children with special educational needs and the progress they are making. They are not always involved in reviews and do not receive copies of Individual Education Plans. However, parents are contacted should pupils need support at home.
59. Governors are keen to promote the school and its successes but their annual report although meeting statutory requirements makes only brief reference to the progress made by the school since the previous inspection. However, the prospectus provides parents with a good general introduction to the school, its expectations and aims and is a good reference point on school procedures.
60. Parents are keen to see their children succeed and want them to do their best. However, the low number of returns from the pre-inspection questionnaire would suggest that parents do not always take up opportunities to make their opinions known. Despite this, the school is keen to take account of their views and has done so over changes to the school uniform. The school is pleased with the support it receives from parents in its efforts to maintain good discipline. As a result, the standard of pupil behaviour in school is excellent.
61. More than ever, parents are giving up their valuable time in organising social and fundraising events for the school and for charity. These events draw in the support of many of the parental and local community. Careful allocation of the funds raised has led to more audio and visual equipment in school, more toys in the playground and some new overhead projectors for teaching numeracy and literacy.
62. The school relies on the help it receives from parents on special occasions such as school concerts and journeys and always welcomes those who provide assistance in classes. Around a dozen parent helpers have undergone specific training for their role, providing yet another firm and productive link between the school and its parents. Many parents involve themselves with their children's learning by encouraging counting, reading, spelling and independent research at home. A series of workshops are held for parents of younger children to help them to understand how they can support their children. These are currently held for parents of children in the reception class, but other parents may attend if they wish. The dedication of parents towards the success of the school adds to the quality and range of learning opportunities available to all.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The overall leadership and management of the school are good. The leadership of the headteacher is very good. He has set the tone for the excellent ethos that is in the school and the very high expectations of how pupils work in the school and their behaviour. These expectations, coupled with thoughtful staff deployment, have resulted in the very high attainment at the end of Year 2 and the significant improvement in attainment at the end of Year 6. He is clear about the priorities for the school. The deputy headteacher, recently appointed, has brought a new perspective to the school and is equally responsible for the improving attainment. They work very effectively as a team and their leadership and management are very good.
64. The excellent relationships in the school and the very good model set by the senior team are the reasons for the very strong team work amongst the staff and their commitment to the school. The capacity for further improvement is high as a result. The co-ordinators lead their subjects well although, as in most primary schools, the time given to subjects outside English, mathematics, science and ICT has unbalanced the time that can be given to the provision for other subjects.
65. Governors know the school well because of the systems they have to gain information. They have a good range of expertise that they use effectively in support of the school. Some, but not all, governors have curriculum links and visit the school regularly. One governor uses his expertise to carry out health and safety checks. All support the school at social events. Governors receive information about attainment and discuss it in the light of their family of schools. Attendance at training events is high.
66. Systems for reviewing the work of the school are satisfactory. Co-ordinators have regular time to review their subjects and do so in a range of ways, such as taking in pupils' work, looking at planning and in English, observing lessons and how pupils learn. The ICT co-ordinator took a key role in staff training and supports staff well as they come to grips with the subject. Some of the time for review is focused upon resources. Attainment in subjects has not always been the focus of the review, which has led to lower attainment in some. Despite little formal review of teaching, teaching is strong because of the ethos of the school.
67. The school development plan covers appropriate priorities, but these are many. It looks ahead to one year, rather than a longer period. It is used to ensure that priorities are met and is reviewed. Governors and staff feed into it, but informally. It is drawn up by the headteacher and deputy, although there are plans to include teachers more formally in the process next year. Most of the priorities are costed, but some are not.
68. The special educational needs co-ordinator leads and manages the provision for special educational needs satisfactorily. She is aware of the new Code of Practice, and the need to now involve parents and pupils more fully in reviews and target setting. Learning support assistants meet informally with the co-ordinator if they have any particular concerns, and have good opportunities for further training to develop their support skills.
69. Financial planning is strong and the budget is managed prudently. The last financial audit recognised that systems are good. A large carry forward is due to building costs and the need to protect funds because of possible diminishing rolls. It is reducing next year. Governors buy into a financial support service and receive regular information about the budget that is discussed at financial committee meetings. The headteacher is active in seeking funds to support attainment such as funds to train and support an initiative that involves parents as numeracy partners with groups of pupils. Governors do not yet look at value for money in terms of attainment, but they take good account of the principles of best value in all their transactions. Taking into account the attainment of pupils on entry to the school, the progress that they make in terms of personal and academic attainment and the cost per pupil, the school gives good value for money.
70. There is a very good match of teachers and support staff to the curriculum. Of note, is the governors' wish to maintain stability by employing a permanent teacher to cover for release time for teachers to carry out their roles as co-ordinators and for staff absence. Parents

appreciate this stability for their children and the appointment is very good value for money. Staff, including those new to the school, are very well supported by the ethos and by mentors. Performance management was running, but key staff have left for promotion, so new leaders need to be identified.

71. The accommodation offers good space and a programme of refurbishment is being undertaken. Resources are satisfactory overall.

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

72. In order to maintain the improving attainment, the headteacher, senior management team, staff and governors should;

- (1) Use the information about assessment that is now available to;
  - a. set targets for pupils
  - b. track the progress that all pupils make towards these targets
  - c. use the information from these assessments to plan lessons (paragraphs 20, 27, 42, 52, 53, 117, 121, 123, 127, 146),
  
- (2) Raise attainment in subjects apart from English, mathematics and science by;
  - a. focusing on attainment in the review time that is given to co-ordinators
  - b. extending the use of omission sheets to all subjects in turn
  - c. using the information from both of the above to plan for teaching and the match of tasks to the ability of the pupils
  - d. Review the appropriateness of using worksheets. (paragraphs 2, 6, 7, 9, 31, 35, 64, 106, 110, 114, 125, 126, 128, 131, 134, 150)

Other areas that governors should consider in their action plan are;

- Implementing performance management as stated in the school development plan (paragraph 70)
- Extending the structures for monitoring the quality of teaching in order to learn from the best practice that is in the school. (paragraphs 66, 117, 123, 135, 141, 146, 154, 158)
- Developing skills of literacy and numeracy in subjects other than English and mathematics. (paragraphs 5, 33, 106, 111, 116, 159)
- Extending opportunities for pupils to learn about cultures beyond a Western European one. (paragraph 41)
- Reviewing the format of the school development plan with a view to identifying priorities that are followed by all the staff. Extend it to look ahead for longer than one year. (paragraph 67)
- As funds permit, increase the number of books in the library. (paragraph 108)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	20	13	3	0	0	0
Percentage	5	53	34	8	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 two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	195
Number of full-time pupils known to be eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	12	12	12
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	12	12	12
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	19	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	16	16	17
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	83 (80)	83 (89)	89 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	16	16	18
	Total	30	29	33
Percentage of pupils at NC level 4 or above	School	86 (91)	83 (89)	94 (97)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
174	1	0
0	0	0
11	0	0
1	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
3	0	0
2	0	0
0	0	0
1	0	0
0	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	19.9
Average class size	27.9

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

Total number of education support staff	6
Total aggregate hours worked per week	134

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	20
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001 - 2002
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	<b>£</b>
Total income	549,256
Total expenditure	518,618
Expenditure per pupil	2279
Balance brought forward from previous year	5,835
Balance carried forward to next year	36,473



### **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	4
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	208
Number of questionnaires returned	35

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	71	23	6	0	0
Behaviour in the school is good.	57	40	3	0	0
My child gets the right amount of work to do at home.	34	43	14	6	0
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	40	40	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	3	0	3
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	26	57	17	0	0
The school is well led and managed.	31	63	6	0	0
The school is helping my child become mature and responsible.	49	51	0	0	0
The school provides an interesting range of activities outside lessons.	11	20	49	9	11

## **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**

73. Children enter the nursery at the age of three. They join the reception class at the age of four in September and January. Both the nursery and the reception class provide a stimulating combination of well-structured lessons and play activities. The activities are carefully chosen and planned to be very appropriate to interest children of this age and to move them forward in their learning. Elements of the national numeracy and literacy strategies are introduced early. This works well, largely because of the very skilled teaching, and children make very good progress.
74. Provision is very good. The curriculum takes due account of the new requirements for children in the reception year and the school provides a very good range of activities across the six areas of learning. Children who have special educational needs are supported well, and higher attaining children achieve appropriately because the work is planned satisfactorily for them. Teaching is very good overall and was never less than good in any lesson observed. The very good policies and systems ensure a very good quality of education for these young children. The teachers work very well with adult helpers, planning their work very effectively to provide a stimulating and exciting range of activities. As a result, the children learn well, because they are engrossed and fully involved in the tasks they are set. All the adults have an excellent relationship with the children, and they in turn are eager to co-operate and do what their teachers ask.
75. The assessment and recording policies are effective. In both the nursery and reception class, the teachers, nursery nurse and the classroom assistant carefully monitor each child's progress and carry out regular assessments. The high quality of provision ensures that the children transfer to Year 1 with skills, knowledge and understanding that are above expectations for children of their age.

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

76. Children enter the nursery or reception classes with skills above those found nationally in personal, social and emotional development. Provision and teaching in this area of learning is very good, so that, by the end of the Foundation Stage, all children achieve the goals that are expected of them by the age of six early learning goals and most exceed them.
77. No opportunity to promote personal or social development is missed and the teachers create a learning environment in which the expectations are high. The children are expected to behave very well; to be courteous, polite and considerate at all times. All adults are very skilled in encouraging children to join in, and the less confident children quickly learn to work and play with others. They respond well to adults and to other children, learning to co-operate and work as part of a group. Excellent relationships quickly develop between children and between children and their teachers.
78. Many of the children are happy working alone with a minimum of adult help. This was particularly noticeable when using the computer. There are times when small groups of children work alone, with no direct adult supervision. They do so happily and responsibly, showing a good level of concentration and independence. They treat each other courteously and rarely argue. Children are encouraged to take responsibility. A feature of the music lesson observed in the reception class was the way that the children responded to the trust that the teacher placed in them to walk quietly to the school hall carrying their musical instruments. They responded very well indeed, not making a sound.

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

79. By the end of the reception year all children, except some of those with special educational needs, achieve the early learning goals relating to speaking and listening, writing and reading and many exceed them. Teaching across this area of learning is good. This ensures that

children are well placed to tackle the challenges of the literacy hour when they begin Year 1, as aspects of it are introduced early into the Foundation Stage. Attainment in speaking and listening is above expectations by the time the children are five, and most reach above expected levels in reading and writing.

80. All children concentrate well when listening to others or to stories, responding appropriately. During a story telling session, the nursery nurse told the story with skill and expression so that the children were totally absorbed. A love of stories is developed at an early age and this helps to develop the children's early reading skills. By the end of the Foundation Stage, the majority of children can express their thoughts and feelings using vocabulary that is more sophisticated than is usually found
81. Opportunities to develop the early skills related to reading are good. Reading assessments are carried out regularly in the nursery and reception. Stories are a regular feature of the day and large print books are well used in reception to focus children's attention on the text. There is a strong emphasis in these sessions on the enjoyment of reading, with humour and involvement a very positive feature. A story about emotions was read very well by the reception teacher. The children were fully involved, recognising words such as 'happy', 'shy' and associating them with faces in the book. Even at an early stage in the reception Year, some children are already mastering the basics of reading. A reminder about sounds and the reading of frequently used words is a natural and regular part of every activity and provides a secure basis for early reading.
82. Many children come into the nursery able to make recognisable marks relating to their own name. From the outset, children are taught the single letter sounds and how to write these, and are encouraged to write whenever the opportunity arises. The teaching of writing is good. Skills develop at a good rate so that when they enter Year 1, all children, including those with special educational needs, understand that words make sentences to give specific information and many write simple sentences of their own. Almost all of the children, apart from a very few with special educational needs, attain the early learning goals in writing by the end of reception year and most exceed them, working at national National Curriculum level 1.

### **Mathematical development**

83. By the end of the Foundation Stage, attainment is above that expected. Children have experienced a full range of mathematical activities, including counting, matching, comparing and shape-work. The majority of children, apart from those with special educational needs, achieve the early learning goals, most exceeding them, as a result of the good teaching. Activities are relevant to the children's age and experience.
84. Teaching is very good and concentrates on counting, ordering and using numbers. As well as activities focused specifically on mathematics, the teachers provide a range of opportunities in other tasks and the every day routines of school. Most children are able to match numbers to objects, and identify the biggest, the middle-sized and the smallest objects in a group. Playing with 'dough', nursery children are encouraged to recognise which piece is the heavier.
85. Teachers provide appropriate activities to enhance children's knowledge of shapes and patterns. By the end of the Foundation Stage, the higher attaining children recognise squares, circles and triangles and all name simple three-dimensional shapes, using correct words like 'cube'. The majority of children count beyond twenty, subtract numbers up to 10 and play number games well. By the end of reception, they are already working at the lower levels of the National Curriculum.

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

86. Across this wide area of learning, all children reach the early learning goals by the end of the reception year and most exceed them.
87. Teaching is very good overall, with very good teaching in the aspect relating to early skills in ICT and good teaching, leading to a good level of understanding, in science. Good resources are used to help the children learn where different creatures live, in water, on land or in the air.

They draw and design puppets. They learn about the sun, moon and stars. On a map of the United Kingdom, they can identify land and sea, use colour to indicate where the land begins and mark where they live. They learn the terms *push* and *pull* and what they mean. They learn the names of the different parts of a computer – monitor, keyboard, etc.- and learn to use them. They can recognise the different parts of a plant (leaf, root, stem) and label them correctly on a diagram. In information and communication technology, the children switch the computer on and off correctly, know the names of different parts, such as the keyboard and can use paint programs successfully. They have good skills in using technology to control the floor turtle by the end of reception. They play and experiment with water and sand.

88. The children have access to a wide range of resources, and enjoy playing with construction kits. The imaginative play areas (an aeroplane in nursery at the time of the inspection) enable them to learn about the world around them.

### **Physical development**

89. Teaching and learning in this area are good and all children attain the early learning goals by the end of the reception year. Many exceed them.
90. Adults have high expectations about children using space well and regularly remind them about taking care. Children move around the classroom with due regard to others. Reception children line up very well and walk very sensibly and quietly when returning to class from the hall or play area. In the nursery, in the outdoor play area, they show good body control and use space well, walking or running with due regard for the comfort and safety of others. Occasional collisions between big wheely vehicles are deliberately caused as part of the fun of the play. They are careful not to actually hurt each other.
91. The children are given an appropriate range of opportunities and resources to develop control of their hands. In painting, drawing and writing tasks, provision of small tools like brushes and pencils ensures that control is developing well. When building with construction kits, children lock pieces together skilfully and adapt and change their constructions with care.

### **Creative development**

92. Children develop skills above the expected levels for their age in their creative development. All reach at least the early learning goals by the time they are five. There is a rich range of activities to promote the children's creative development, and, in lessons, good advice and intervention from adults ensures this area is well taught.
93. There are many good opportunities for the children to explore different media. They make masks in reception, painting mouths onto them and sticking hair made out of wool in a realistic way. They produce very good representations of leaves, in a variety of media, exploring shape and texture through rubbings, drawings and embroidery. In nursery, there is a wide range of creative activities every day, in which they draw, paint stick and colour. They learn to recognise colours through fun activities, such as holding coloured pieces of coloured card and joining in a singing game when their colour is called out. In reception, they learn to sing tunefully and to play percussion instruments to accompany their song.
94. Overall, there has been very good improvement since the time of the last report. The leadership and management are shared between the teachers in the nursery and reception classes. This works well, with good liaison and many common approaches to teaching, learning and assessment. The teachers are fairly new to the profession, but already experienced. They organise support assistants and volunteer helpers extremely well to ensure that the children gain an education of a high quality. A particular feature is the close understanding and rapport with the teaching assistant or nursery nurse. In the nursery, the understanding and trust is such that the roles are interchangeable, the nurse frequently taking the lead to allow the teacher to observe and assess children's progress. The planning and resourcing of the teaching areas are very good. The new buildings in which the Foundation Stage is housed are very attractive, with stimulating and lovely displays. The outside play area is of exceptional quality. It includes tracks for small vehicles, an adventure playground and a climbing frame, all securely fenced and attractively landscaped. The outdoor toys are of a very

high quality and there is a good quantity of them. Overall, the provision in the Foundation Stage serves the school very well, preparing children for the increased rigour of work in Years 1 and 2 very well indeed by making them very positive about school and developing their learning skills very well. These are lucky children.

## ENGLISH

95. Standards at the end of Year 2 are very high, in the top five per cent of all schools, for both reading and writing. These results were well above those for similar schools. These high levels have been sustained over recent years. The inspection showed that overall standards in English are currently very high in all aspects of the subject, speaking, listening, reading and writing. All pupils attain at least the expected level, level two, with a high proportion attaining the higher level, level 3. These standards represent very good achievement for most pupils. Pupils with special educational needs achieve very well because their support is good. Those with English as an additional language, also achieve very well because of the care they receive.. There are no significant differences in attainment between boys and girls.
96. The national tests in 2001 indicated that pupils were in line with the national average in English by the end of Year 6. They were below the average for similar schools. This followed three years in which results alternated between above and below average. The national test results for 2002 indicate that a far higher proportion of pupils than in any previous year reached the higher level, level 5. The proportion of pupils who reached at least the nationally expected standard, level 4, rose from 83 to 86 per cent – against around 75 per cent nationally. The proportion who attained level 5 rose from 23 per cent to 40 per cent, which is significantly above the average nationally of around 28 per cent. Over time, there has been no significant difference in attainment between boys and girls compared with that of boys and girls nationally. The finding of the inspection is that pupils are likely to attain well above average standards by the end of Year 6.
97. By Year 2, pupils have developed very good speaking and listening skills. Almost all pupils speak clearly, confidently and articulately, either in response to questioning, when venturing their own opinions, or when reading aloud. This was evident, for example, in a Year 1 lesson in which pupils read confidently when sharing their class book, *Eeny Meeny Miney Mouse*, and commented on the rhymes in it. In Year 2, when answering questions in class and in assembly, in front of an audience, pupils demonstrated their very good oral skills. Pupils also develop very good, and in some cases excellent, reading skills. Pupils enjoy reading. Although lower attaining pupils read with limited expression, many pupils read very fluently and accurately for their age, and talk willingly about their reading - for example, about plot and characterisation. They can read with expression, paying due regard to punctuation. These skills are developed from the reception class onwards. Pupils also recognise the different qualities of fiction and non-fiction and know how to look up information from dictionaries and other sources.
98. Pupils' writing skills are well above average. Pupils do a good range of writing by the age of seven. They increase their technical expertise through handwriting and spelling exercises. They also make good progress in learning to structure their writing better, using a range of beginnings and endings. However, there is a growing emphasis on extended writing and the improvement of writing skills by learning and using drafting skills. This means that all pupils attain level 2 standards in their written work, and many are extended beyond this level.
99. In Year 6, speaking and listening skills are well above average. Pupils can discuss sensibly, maturely and articulately in small groups. They listen to the points of view of others and treat them with respect. They concentrate for long periods of time when listening to their teacher or to taped information programmes. They sat through a long introduction to the life and work of Shakespeare, sustaining their concentration at a high level throughout, and showing, when they began work, that they remembered what they had been told. They answer questions in a sensible and serious manner and their answers are often extended, rather than single words or short phrases.
100. Reading is an area of strength. Reading standards are well above average. All pupils read fiction and non-fiction materials of an appropriate standard with considerable understanding,

including information presented in an electronic form, such as that on CD ROMs or the Internet. All can absorb the information they read and make it their own, reproducing it in their topic work in their words. Examples of work on history projects were seen, the best of which would rival those produced by high attaining pupils in the early years of secondary school. When they read fiction texts, they show good insight into character and motive. They have a good understanding of style and the stylistic effects that writers use and understand and appreciate extracts from plays by Shakespeare, such as *A Midsummer Night's Dream*.

101. Attainment in writing is likely to be well above average by the end of Year 6, but is not developed consistently enough across Years 3, 4 and 5. Very good teaching in the final year is helping pupils to produce written work of quality, well expressed and accurately written. They learn to adapt their style of writing well to different purposes - fiction, accounts or instructions, for example. They know how to gain the reader's attention and read each other's writing in order to suggest improvements.
102. They learn and practise a wide range of purposes and styles of writing throughout their time in Years 3 to 6. With the younger pupils, however, there is still insufficient opportunity for story workshop work and redrafting in order to improve their skills as writers to any great extent. Teachers do not model writing sufficiently with them. There is a good emphasis on the correction of spelling and punctuation and on the production of neat writing, but less on how to make writing more effective. Nevertheless, the general standard is high. Three older pupils collaborated to write a poem in which some stanzas had a control of rhythm and precision of diction reminiscent of work by Tennyson.

*The ocean, big, rough and grey,  
With seaweed floating far away,  
While children happily splash and play  
Laughing like hyenas.*

*Seagulls swooping through the clear blue sky,  
The golden sand, bright and dry,  
While speed boats go whizzing by,  
As fast as fork lightening.*

103. Pupils have very positive attitudes to their work. Their behaviour is generally excellent and they listen and concentrate very well indeed. They are highly co-operative when working in groups and help each other when necessary. They listen to each other and respond very well to the suggestions that are made. They are enthusiastic about their work and try hard to improve. The excellent relationships and attitudes to English that are fostered in every class have a positive effect on standards of attainment.
104. The overall quality of teaching and learning in English is good. There is no unsatisfactory teaching, and the quality is sometimes very good, with particular strengths. One is the very good relationships that teachers have with their classes. In a Year 4 lesson, for example, the teacher's high expectations resulted in all pupils learning about words ending in the suffix *ment*. Some of these words were difficult for the lower attaining pupils, who were struggling to understand *disagreement* and *government*. Every pupil, however, worked hard to understand and complete the exercise because their attitudes were so positive and they were so willing to do what the teacher asked of them.
105. In the best lessons, the planning and preparation are thorough and there is a good range of activities to interest and motivate the pupils. In a Year 6 lesson on Shakespeare's life, the teacher used the overhead projector well to focus the attention of the whole class on the texts that he wanted them to study in depth. Good use was made of an enlarged text and a series of helpful worksheets. There was a similarly good use of well-prepared resources in a Year 4 lesson on poetry and a Year 2 lesson on vowel sounds. The pace in the best lessons is brisk and the pupils complete a lot of work in the time available, so making good progress. The good subject knowledge of many teachers ensures that the advice that they give the pupils is accurate and helpful, helping to extend their understanding and ensure that they achieved well. Good understanding of the literacy hour, sensible adaptation of it to increase its effectiveness

and good subject knowledge is a feature of all teachers' work. There is good evidence of homework being used well to reinforce work done in class.

106. Levels of literacy are high at the end of Year 2 and the end of Year 6. All teachers take note of literacy issues in the setting and marking of work in all subjects and overall the teaching of literacy across the curriculum is good. To make it even better, teachers need to rely less on worksheets and ask more of the children's own writing in subjects other than English. Also, the school could benefit from a review of the amount of time that pupils spend learning or practising skills of writing before actually using them in writing tasks of their own. There is insufficient time for teachers to work with children on improving the quality of their writing as they produce it. Spending less time on exercise work would provide some opportunities for this. There are missed opportunities for children to write at length in history, geography, design and technology and science. The best examples, such as the excellent history topic work in Year 6, shows how well the pupils can respond when given the opportunity. Information and communication technology is being used well to develop writing skills and in some instances to edit and improve their first drafts.
107. Leadership and management in English are very good. The co-ordinator has worked to analyse the reasons for the low numbers of level 5 passes in the national tests in previous years and strategies have been adopted that have improved provision as a result. Considerable effort has gone into planning for the teaching of literacy, and teachers' plans are monitored regularly to ensure good coverage of the curriculum. The co-ordinator is knowledgeable, has observed lessons and has led training sessions for the school. Since the last report, there has been good improvement.
108. The library is an underdeveloped area. There is insufficient teaching of library skills and insufficient use of the area for independent research. The book stock is dated and some of it is unattractive. However, it is well ordered and attractively decorated.

## **MATHEMATICS**

109. By the end of Year 2, pupils are on course to achieve very high standards. They make very good progress. In national testing all attain the expected level, with half reaching the higher level. At the end of Year 6, standards are well above average. Achievement between Years 3 to 6 has been variable, but for the 2002 Year 6 cohort, it was good, when their standards are compared with those achieved by them in Year 2. Last year, extra tuition was provided for potentially higher attaining pupils in Year 6, to help raise their level of attainment and therefore the overall level of attainment. From this the school has recognised the need to track pupils' progress carefully, so that a greater, consistent level of achievement can be maintained throughout their time in school. Pupils with special educational needs and those from the range of cultures represented in the school now achieve well, due to the support given to them in lessons. Improvement since the previous inspection, when similar standards were reported, is satisfactory.
110. Pupils in Year 2 have a very good understanding of number and place value. They order numbers to 100 and apply their counting and computing skills well, for example when working with money. Higher attaining pupils work beyond 100; they understand and use multiplication and division; they use fractions that are part of a whole and recognise simple equivalent fractions. Pupils identify common two and three-dimensional shapes and recognise right angles; higher attaining pupils classify shapes using their basic properties. Most tell the time very well and work out simple problems involving time passing. They estimate and measure, using standard measures for length, capacity and mass, with higher attaining pupils working out areas by counting squares. Pupils collect data and draw bar charts to display and compare information. They are confident in talking about what they are doing and explaining how they reach answers. However, the emphasis on the use of work-sheets and work-books does not encourage pupils to try their own approaches to recording and to solving problems.
111. The majority of pupils in Year 6 have a good understanding of number and place value to 1000 and beyond, and use decimals to three places. They multiply and divide by 10, 100 and 1000, with higher attaining pupils applying this to decimals. Pupils use strategies for multiplication



and division, for example by partitioning numbers, and use efficient methods for recording their calculations. Higher attaining pupils use formulae, for example when calculating area and perimeter, and are familiar with the use of brackets. Pupils work out fractions of quantities, with higher attaining pupils reducing fractions to their simplest form and applying this to working out ratios. They understand and use metric measures well and apply this knowledge when working out problems. They measure angles and draw grids for three-dimensional models, with higher attaining pupils knowing the angle sum of a triangle and the sum of angles at a point. Pupils work out the range, mode, median and mean of a set of data. Although pupils are taught strategies for problem solving, there are insufficient opportunities for them to develop and use their own both within mathematics and in practical circumstances. The school has recognised this. Pupils' work is generally well-organised and carefully set out.

112. From the lessons observed and an analysis of pupils' past work, the quality of teaching and learning in mathematics is good. Three lessons seen were good and one excellent. These lessons had particular strengths.
113. They were carefully planned and prepared with clear learning objectives. These were displayed and shared with pupils so that they knew the purpose of the lesson. Resources were set out ready and activities explained well so that a good pace could be maintained to pupils' working, enabling pupils to make very good progress, for example, in a Year 3 lesson, where pupils recognised multiples of five and doubled them. Pupils were questioned well and encouraged in their responses, so developing their understanding further. The lessons demonstrated teachers' high expectations. For example, in a Year 5/6 lesson pupils used ICT to enter monthly rainfall figures for different towns, and to calculate the mode, median and mean for this data. They worked well at this challenging activity, with most making very good progress. The teacher gave further support when required. Where learning support assistants supported pupils with learning difficulties, this was done well, enabling pupils to make good progress. This was evident in a Year 5/6 lesson, where a pupil with a statement of special educational needs was able to be fully included when identifying patterns in number, including odd and even.
114. In other lessons the pace was not as good. Insufficient account was taken of any ongoing assessment as pupils all worked at the same activity. Where some were slower at completing parts of the task, others were kept waiting. This was linked to the use of a published lesson plan that was followed to the letter and did not take sufficient account of individual learning needs within the set. Teachers did not always time lessons well enough to allow activities to be completed, or for a summing up at the end of the lesson that involved pupils in a discussion and evaluation of their learning.
115. Pupils' work is generally well presented and regularly marked. However, there are few comments in marking that inform pupils how well they have done and what they need to do to improve. Pupils' behaviour and attitudes in lessons are very good, brought about by the very positive relationships between staff and pupils and between pupils. This clearly has a very positive impact on their learning. The consistent use of praise and encouragement by teachers helps to build up pupils' confidence and self-esteem. Very good provision is made for homework, which is set regularly and encourages pupils to work independently, reinforcing their learning in class.
116. There are insufficient opportunities for pupils to use numeracy skills in other subject areas, for example measuring and comparing results in science and comparing rainfall data in geography. Developing use is being made of ICT, for example in data handling and practising basic skills.
117. The leadership of the subject is good. The subject leader who is newly appointed has sampled pupils' work, checking for attainment and progress and curriculum coverage. There has not been any recent monitoring of lessons with a view to improving the overall consistency and quality of teaching, although this is planned. The results of national and other end-of-year tests are used to group pupils in Years 3 to 6, but are not yet fully analysed to identify strengths and weaknesses. They are also not yet being used to track individual progress and to set end-of-year targets, so teachers can more effectively plan work that steers all pupils towards these targets. Resources are good and contribute well to effective learning. The school has recently

introduced the 'Number Partners' scheme, whereby parent volunteers work alongside pupils in school, helping to motivate them even further in their learning.

## SCIENCE

118. Attainment in science is in line to be well above the national average at the end of both Years 2 and 6. This is consistent with the 2002 national test results and reflects very good improvement since the last inspection, when pupils' attainment in the subject was below average in comparison with similar schools. Teachers have raised standards by using the information from assessing past results to plan lessons.
119. Throughout Years 1 and 2, progress is very good. Many pupils demonstrate a good understanding of what electricity is used for and where it comes from. A minority of higher-attaining pupils explain how a circuit works and at least one pupil knew, in discussion with inspectors, that electricity was invented by Michael Faraday. The majority of younger pupils know how people change when they grow old. They have started identifying hair colour and skin as some of the changing features in the context of their 'Ourselves' topic.
120. Pupils achieve well in Years 3 to 6. In their work on building a habitat for woodlice, the majority of pupils in Year 6 show an understanding of the suitability of environments and soil conditions as habitats with a minority of higher-attaining pupils hypothesising about the outcome of their experiment. Pupils are, generally, unsure of terminology such as 'controlled variables' in the context of fair testing. Pupils with learning difficulties and those learning English as an additional language throughout school participate fully in investigative activities, though not without encouragement. They make good progress. Pupils' recording and presentation skills are not well developed.
121. The quality of teaching is very good throughout school – a significant improvement since the last inspection. Effective questioning rooted in very good subject knowledge promotes pupils' learning. This was evident in the majority of lessons observed. Teachers also place a good emphasis on investigative learning and use a wide range of resources that hold pupils' interest. This was noted in a Year 2 lesson, which included a very effective talk given by a visitor. Teachers' high expectations have a positive impact on pupils' behaviour. Lessons are well organised and pupils well managed so that time is used well and pupils can listen and learn. However, insufficient emphasis is placed on planning work to meet the needs of different ability levels sufficiently, particularly of higher attainers, so sometimes, higher attaining pupils do not make the progress they ought.
122. Pupils throughout school respond to investigative work with enthusiasm, and practical activities are especially beneficial to pupils with special educational needs and those learning English as an additional language. This is because handling materials helps to consolidate their understanding. High motivation on the part of many pupils enables them to apply skills learnt in subjects such as mathematics in developing their scientific knowledge and understanding. This was observed when some Year 6 pupils recorded their experiment in diagrams. Contrary to some earlier findings, there is no significant gender difference in pupils' learning. Pupils are co-operative, and many show well developed collaborative skills while working in small groups. They relate well to each other and their teachers, demonstrating very positive attitudes and very good standards of behaviour. These features impact positively on learning.
123. The use of a combination of government recommended and commercial schemes has enabled the school to offer a broad and balanced science curriculum, which is further enriched by visits and visitors. The focus on investigative science has improved since the last inspection, though there is room for further improvement in this respect. There is some evidence of cross-curricular links with mathematics and literacy. Teachers are starting to use ICT to help learning. Resources are sufficient, and the subject is well managed. However, tasks are not always matched appropriately to the full ability range; nor is monitoring sufficiently rigorous. There is also some inconsistency in marking. Some of these aspects have rightly been included in the action/ development plan, and professional development is being planned to give teachers more confidence in investigative science.

## **ART AND DESIGN**

124. Pupils are in line to achieve similar standards to most schools by the end of Year 2. Pupils of all abilities, including those with special educational needs and English as an additional language, achieve satisfactorily across a wide range of activities and media. They successfully experiment with various materials, including those for three-dimensional work. They achieve expected standards in observational drawing. They draw portraits, for example, with a sound understanding of proportion and expression. Many use colour well. The higher attaining pupils draw with a good eye for detail and create good representations of what they have seen. Almost all the rest draw with a reasonable sense of shape and proportion. They colour their pictures carefully and accurately.
125. Pupils in Years 3 to 6 achieve appropriately and reach standards expected for their age. They have experienced a satisfactory range of styles of art and studied the work of some great artists, including Picasso and Cezanne. They adapt their styles well to reflect the techniques used by the artists they have studied. Pupils learn to use different types of tools and media effectively. For example, those in Year 3 use crayons, pastels or paints to colour wallpaper designs based on the work of William Morris. Pupils achieve a sound standard when experimenting with the possibilities of art. They create interesting pictures in response to music, for example, such as those they drew to represent the moods in *The Planets Suite*. The higher attaining pupils' best work, however, is their observational drawing. Some studies of horse chestnuts were intricate and detailed and similar examples of plant and animal studies are evident throughout Years 3 to 6. Other pupils draw less well and make insufficient progress. Overall, there is insufficient emphasis on observational drawing in the curriculum. As a result, skills do not develop as quickly as would be expected. The structure of the curriculum, alternating art with design and technology, also interrupts and adversely affects the progressive development of skills.
126. Only one art lesson was observed during the inspection, and the quality of teaching in this lesson was good. Based on all the evidence available, teaching is satisfactory overall. The main strengths are the enthusiasm and the expectations which teachers have of pupils. The pupils respond well, with all, whatever their level of ability, showing concentration as well as enjoyment. However, they do not develop a range of skills, knowledge and understanding at a rapid rate. In the lesson seen, the teacher gave the pupils good opportunities to explore the use of paint and stencils in pattern-making and the pupils enjoyed the activity and worked hard and carefully. Scrutiny of work, however, shows slow development of skills from reception to the end of Year 6 because there is not enough time devoted to art and the teachers do not all have the knowledge and skills to bring out the best in their pupils.
127. Leadership and management in art are satisfactory. The subject leader monitors work across the school and there is useful subject guidance. However assessment is not used effectively to record pupils' strengths and weaknesses in the subject and to help them to progress. ICT is not yet used to support learning. There has been satisfactory progress since the last report.

## **DESIGN AND TECHNOLOGY**

128. Pupils' attainment in design and technology at the end of Year 6 is broadly average. No judgement has been made on attainment at the end of Year 2 because of insufficient evidence. No design and technology lessons were observed. However, the evidence base used for the following comments includes work sampling, an analysis of teachers' planning and discussion with pupils, staff and colleagues within the inspection team.
129. Evidence shows that some younger pupils develop their skills by designing and making houses, moving cards and 'Joseph's Coat'. Eleven year olds plan, design and make slippers and shelters while pupils in Year 5 make biscuits. Pupils in Years 3 and 4 go through the process of designing and making Christmas boxes, photo frames, pop-up-books and torches linking their work to science.
130. Teachers' long term planning provides opportunities for the development of pupils' knowledge, understanding and skills relating to design and technology. It reflects their secure subject

knowledge and use of appropriate resources. This enables pupils to learn basic designing and making skills, showing at least satisfactory progress over time. Evidence indicates that they go through the process of selecting appropriate materials and tools, though there is little evidence of their involvement in planning and evaluation of their work. Examples of work on display, though not representative of the whole school, reflect pupils' enjoyment of design and technology activities.

131. The planned curriculum for design and technology meets statutory requirements. There is a revised policy in place and a government recommended scheme has been adopted. Resources are adequate. However, the subject alternates with art, and the fact that design and technology was not time-tabled during the week of inspection raises the question of time allocation to the subject and continuity and progression in pupils' learning. This also suggests that the subject has been a low priority since the last inspection. There is little use of ICT. The co-ordinator, who is not a subject specialist, is fully committed to raising the profile of the subject, with particular reference to monitoring and assessment.

## **GEOGRAPHY**

132. Due to timetabling arrangements it was not possible to observe lessons in geography. No judgement is therefore made on the quality of teaching and learning. Evidence for standards is taken from an analysis of pupils' work and discussion with pupils. By the end of Year 2 and Year 6 standards are in line to be broadly average, and have been satisfactorily maintained since the last inspection. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school because of the support they receive.
133. Pupils in Year 2 have a satisfactory knowledge of their own locality. They compare this with the Island of Struay in Scotland, noting some of the human and physical differences. They make a simple sketch map of the area around the school. They identify the countries of the United Kingdom, and begin to learn about other places through the travels of Barnaby Bear.
134. By the end of Year 6, pupils are beginning to understand how weather and climate throughout the world have an effect on lifestyles. However, their knowledge of different countries and continents overall is somewhat muddled. They use four figure grid references to locate places and features on a map, for example when tracing the course of the River Severn, and begin to realise why rivers are important to settlements. Mapping skills though are not developed progressively throughout the school. By carrying out a survey of the High Street, pupils consider how traffic problems could be solved, understanding that people have different points of view. In their recorded work there is little evidence of research skills being developed, using either computers or reference books to find and compare information.
135. Leadership and management of the subject is satisfactory. There is now subject guidance based on national guidelines which offers support for progression in learning. The co-ordinator has reviewed provision in the subject. However, there has been no monitoring of teaching and learning to check on the implementation and effectiveness of this scheme. Assessment is made annually, but does not give sufficient information for teachers to see how well pupils are doing or to plan for them to progress appropriately. There are not yet any formal assessment procedures that could be used to monitor attainment and progress, and to provide information for future planning for the subject. Trips are made in connection with studies, for example the farm visit by Year 3. A visit by the farmer to the school beforehand and well prepared activities and work-sheets, make this a memorable and useful learning experience.

## **HISTORY**

136. Attainment in history is in line to be above average at the end of Year 2 and 6, which is an improvement since the last inspection. Pupils achieve satisfactorily, although those with special educational needs make good progress because teachers know their pupils well. Higher attaining pupils make satisfactory progress as the lessons challenge them to think and to research. Pupils from the range of cultures that is in the school achieve equally well.

137. Throughout Years 1 and 2, pupils have a good knowledge of facts about different periods. They are fascinated by some of the practices that took place at the seaside, for example, the need for bathing machines and for modesty in dress. They are developing an understanding of chronology, seen in their discussion about schools in the past and relating that to people they know. They are starting to think about the information they can gain from old photographs.
138. Pupils in Year 6 have an extensive knowledge of different periods of history, helped by the encouragement to research individually. Pupils in Year 5 put forward a viewpoint of Henry VIII based on their studies. Many in Year 6 remembered information about the Second World War and were eager to ask questions in order to extend their understanding. Girls tend to ask deeper questions, such as how a person living at the time would feel if their grandchildren were evacuated. Boys generally, are more interested in factual aspects. Each pupil does a historical study in Years 5 and 6 and many of these are of an exceptionally high quality. These show that pupils have used secondary sources for information, and higher attaining pupils form opinions and hypotheses from this evidence. They choose their own topic. One pupil chose to research Madam C J Walker, the first black millionaire. Her research extended not only her own understanding, but that of adults. Pupils use ICT well to find information, download images and scan pictures into their projects. Many use word processors for the final product. Literacy skills are used very well in research and presentation of information.
139. Many pupils find history fascinating. Year 6 pupils listened spellbound to a visitor who had been evacuated during the war speak of his experiences. Pupils in Year 2 enjoy talking to their relations about their experiences as children. Motivation is excellent, due to the very high expectations of behaviour and the excellent relationships. Behaviour is also excellent. These lead to very good learning in many lessons. Pupils are eager to discuss their research, seen in both Year 5 and Year 6 classes. All contribute well to lessons due to encouragement by teachers who ensure that all are included in questions and discussion.
140. Teaching is good overall and sometimes very good. Although no lessons were seen in Years 1 and 2 because pupils were studying geography, discussion with pupils and their work indicate that teaching is good in these years also. Lessons are interesting, although the work from the previous year showed that some of it was copied, with no regard to the different levels of attainment in the class. Teachers use resources well, such as invited speakers. Pupils in Year 2 talked with interest about a video they had seen in Year 1. Teachers encourage pupils to use the internet to find information and to interpret it. Adults work very well together, as in the lesson when a speaker came to talk about the war. Above all, there is a high degree of enthusiasm about the subject that motivates pupils highly.
141. The subject is led well; the co-ordinator reviews the work in the subject regularly, although there has not yet been a clear focus on the standards that pupils reach. Marking of pupils' work showed a significant improvement from September 2002. After September, teachers indicated how the work could be improved whereas before comments were mainly supportive. Exemplary marking is used on the individual projects in Year 6.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. Attainment in information and communication technology is in line with what is expected nationally at the end of Years 2 and 6 and in some aspects are above average. This reflects good improvement since the previous inspection when no judgments on attainment were made owing to insufficient evidence.
143. In Year 2, most pupils demonstrate a developing mouse control, though some are yet to develop their keyboard skills fully. They follow instructions, though unable to improve a text without support. Some are still learning to consolidate their skills relating to mouse and space bar. Younger pupils were observed drawing a monster face using a paint program. Work on display shows that seven year olds have used their word processing skills to write the story of Goldilocks. Many pupils are skilled in using technology to control a *turtle*. Year 6 pupils have well developed keyboard skills. They were pleased to make a non-fiction book for younger pupils using a word-processing program. Higher-attaining pupils and those having regular access to computers at home locate and manipulate pictures using cutting and pasting skills to

compose their cover page. Many can combine text and graphics. Some create a particular effect by enlarging font and adding colour. Some older pupils have started using a spreadsheet, but their data handling skills are not sufficiently developed.

144. Teaching observed was good, with some very good features in Year 6. Teachers, in the majority of cases, have well developed skills. This is a considerable improvement since the last inspection. Teachers' interactive approach enables pupils to pay attention and keep on task, though their planning does not always incorporate appropriate match of activities to the full ability range. Opportunities to practise skills are built into work in some subjects such as English, mathematics and religious education, encouraging pupils to apply their knowledge and skills in meaningful activities. Effective use is made of resources, and pupils are managed well.
145. Most pupils are enthusiastic about using computers. They collaborate well in sharing equipment. They are well behaved and benefit from well established relationships. Pupils' positive response contributes to their learning. They often work at their own pace, and there is no significant difference in the way boys and girls develop their computer skills. The pupils learning English as an additional language and those having special educational needs make the same progress overall as their peers in developing their computer skills. Those who have regular access to computers at home make relatively more rapid progress. ICT is now more widely used because of the effectiveness of in-service training
146. The curriculum is now broad and balanced. The school has tackled the main issues raised in the last inspection report. The new computer suite is having an impact on pupils' progress and attainment. The subject is well resourced and managed. This together with proposed enhancement of the provision of hardware reflects the school's capacity for further improvement. Procedures are not, however, in place for assessment, and further monitoring of teaching and learning remains an area for development. The co-ordinator is aware of the need for further development of control and modelling. Some examples of cross-curricular links were observed, but the wider use of information and communication technology in other subjects is not yet fully developed.

## MUSIC

147. Little teaching of music was observed, as much takes place later in the week when inspectors were not present, and there were no tapes of pupils' work available. From discussion with pupils and the planning, attainment is in line to be broadly average at the end of Years 2 and 6 but attainment in singing is above average. Parents testify to the high quality of productions. Singing in Year 2 is of a very high quality, pupils sing volubly and with expression. Pupils in the choir are skilled in two and three part performances and have the confidence to try out new pieces. Listening skills are well developed across the school. Music is played in assemblies and pupils are encouraged to listen carefully and to note which instruments are being played. Pupils in Year 6 have listened to extracts from the *Planet Suite* and *Carnival of Animals*. Pupils who play instruments attain highly. They have a good knowledge of notation and develop good techniques when handling instruments. Pupils in Year 6 could remember little about their compositions, although they remembered doing some and planning indicates that it takes place.
148. Pupils enjoy music, singing enthusiastically and having the confidence to try new songs, such as Year 1 in an assembly who tried to sing the verses of *Lord of the Dance*, even though it was early in the term and therefore new to them. Their behaviour is excellent; from the reception class onwards they are taught to be responsible when handling instruments and not to touch them unless told to. Pupils in Years 3 were eager to please and to respond to questions. Those in Year 4 worked exceptionally hard on the difficult task of identifying the structure of several pieces of music. They persevered and, eventually, began to understand how music is composed.
149. The teaching that was observed was very good and planning indicates it is at least satisfactory overall. New subject guidance has been introduced and teachers are using it well. It is giving confidence to those who find music a difficult subject to teach. It also includes ideas for extending the more able and supporting pupils who find music difficult, but this is not yet being

used consistently. In the best teaching, the teachers inspired pupils by their enthusiasm and lively teaching. They encouraged pupils to develop listening skills through a range of activities, including discussion and repetition. In one lesson, the teacher listened carefully to the answers that pupils gave, then went back to teach a point as it was clear many were having difficulty. This was very good use of assessment in the lesson.

150. The leadership and management of the subject is satisfactory overall. The co-ordinator gives good support to colleagues and has reviewed the subject, but, like others, has not yet focused on attainment. A good range of instrumental tuition is available, this includes oboe, trumpet, recorders, violin, flute and clarinet, and pupils have the opportunity to sing in the choir and to take part in performances. An arts week is held to extend the opportunities for learning about music. A group of African artists in residence support the school regularly and perform a play at Christmas. Apart from this, little evidence was seen of music from other cultures. ICT is not used to support teaching and learning.
151. There has been satisfactory improvement since the last inspection. Subject guidance now supports teaching and learning well. Attainment in singing has improved and pupils are now taught about different composers.

## **PHYSICAL EDUCATION**

152. Due to timetabling arrangements it was only possible to observe two gymnastics lessons. No overall judgement is therefore made on standards in physical education, on the quality of teaching and learning or of improvement since the last inspection. Swimming records for Year 6 pupils show that standards are well above average, with the majority swimming well beyond the expected distance and working for personal survival awards.
153. Of the two lessons observed, one was satisfactory and the other very good. There were several features that contributed to the very good lesson. The teacher had very high expectations of both behaviour and performance, enabling pupils to achieve well in their work on travelling, focusing on balances and turns. Pupils' excellent behaviour and attitudes clearly had an impact on learning. The lesson was very well organised to make the best use of apparatus and floor space, so involving all pupils fully and maintaining a good pace to learning. There were opportunities throughout for pupils to observe and evaluate each other's performances.
154. There is currently no subject leader for physical education although the head teacher maintains an oversight. Subject guidance covers all aspects of the subject. There has not been any formal monitoring of the subject with a view to improving the quality of teaching and raising standards. There are no formal assessment procedures apart from in swimming. Extra curricular activities, including gymnastics, dance, football, rugby and cricket, involving the support of local clubs, add to the provision. Pupils have the opportunity to take part in competitive sport, for example through football matches and swimming galas.

## **RELIGIOUS EDUCATION**

155. By the end of both Years 2 and Year 6 attainment is in line to be that expected by the locally agreed syllabus, and has been satisfactorily maintained since the last inspection. All pupils, including those with special educational needs, make satisfactory progress throughout the school.
156. Pupils in Year 2 have a satisfactory knowledge of religion. They know that Christians celebrate festivals such as Christmas and Easter, and that churches are special places for them as synagogues are for Jews. They begin to understand the nature of these special places by considering places that are special to them personally. When looking at religious leaders, such as Moses and Jesus, they find out how brave these people were and link this to the bravery of people today.

157. Pupils in Year 6 are aware of different major world religions and of some of their features, for example their founders, worship, festivals, buildings, scriptures and teachings. Their understanding of these is less secure; they easily confuse the different religions, for example by linking the Torah to Buddhism, and do not make sufficient links between them and their own developing understanding of life. Their knowledge of Christian stories and events is stronger, for example the events leading up to Easter and the story of the Good Samaritan, where historical background information is taught well.
158. From pupils' past work and the lessons observed, the quality of teaching is good. Lessons are well prepared and good use is made of technology. Year 3 pupils watched a video of the story of Rama and Sita before thinking and writing about the different parts of the story; Year 6 pupils used the internet to find out about mosques in their studies on Islam. The web site chosen was particularly suitable as it reflected Islam in Britain today; the work sheet was challenging and required pupils to highlight and copy relevant information from the web site to this sheet. Teaching methods do not always bring about sufficient understanding, especially in those classes where information is copied down at length from the board. For example, when studying Sikhism, pupils were asked to copy, 'Meditation offers the devout Sikh an opportunity to reflect on the things that are important to him'. Without fully understanding its meaning. Pupils' behaviour and attitudes are very good and clearly impact on their learning. In discussion they clearly understand the importance of religious education in finding out about other people and developing a respect for their beliefs and cultures. Where the pace of lessons is at times rather slow, pupils do not lose concentration, maintaining careful attention to the lesson in progress.
159. Developing use is made of ICT for researching different religions. Better and fuller use could be made of literacy skills by providing writing opportunities that are more appropriate to the range of literacy skills attained by pupils.
160. Leadership is satisfactory overall. There is now subject guidance based on the locally agreed syllabus. The co-ordinator has reviewed provision in the subject, but has not yet looked at the standards that pupils attain. Informal assessments are made that provide information on progress for the end-of-year reports; this information is not used to inform future planning for the subject. Resources, including artefacts are adequate; the subject has recognised the need to develop the use of artefacts in lessons further. A visit is made to a church in Year 4, but there are few links established with local places of worship and different faith communities. A local Christian group visits the school regularly.