

## **INSPECTION REPORT**

### **WAVENDON CE FIRST SCHOOL**

Wavendon, Milton Keynes

LEA area: Milton Keynes

Unique reference number: 110439

Headteacher: Ms R Barker

Reporting inspector: Mr C Parker  
11897

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> June 2003

Inspection number: 247006

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First  
School category: Voluntary controlled  
Age range of pupils: 4 to 8 years  
Gender of pupils: Mixed

School address: Walton Road  
Wavendon  
Milton Keynes

Postcode: MK17 8LH

Telephone number: 01908 582182

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Appropriate authority: The governing body

Name of chair of governors: Mr M Roberts

Date of previous inspection: 2<sup>nd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
C Parker 11897	Registered inspector	Science Information and communication technology Physical education Equal opportunities	The school's results and achievements. How well are pupils taught? How well is the school led and managed?
C Murray Watson 9510	Lay inspector		The 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?
M Powell 19387	Team inspector	English Art and design Music Design technology Religious education	How good are the curricular and other opportunities offered to pupils?
J Collins 27541	Team inspector	Foundation Stage Special educational needs Mathematics History Geography	

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

### **INFORMATION ABOUT THE SCHOOL**

Wavendon CE First is a school for children aged 4 to 8 years. There are 90 pupils on roll many of whom come from outside the immediate area of the school. Most are of white UK heritage, but about fifteen per cent of the pupils come from a wide range of other ethnic backgrounds. A very small number of pupils speak English as an additional language. The proportion of pupils who move in and out during the school year is a little higher than usual. There are 13 children on the special educational needs register and two pupils are on an integration programme from a local special school. The school is very welcoming of the challenges these pupils bring and the headteacher and governors see it as an important aspect of the work of the school. Overall, the pupils' attainment on entry is above average.

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

This is a good school which provides well for its pupils. The teachers show a considerable commitment to meeting the needs the pupils, and generally manage well the behaviour of a small number with behavioural difficulties. All pupils respond positively to the broad and interesting range of activities provided for them. Consequently, they achieve well and attain above average standards overall. The school is well led and managed and provides satisfactory value for money.

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

- Standards in English, mathematics and science are above average. The pupils are achieving well because the teaching is good.
- The school provides the pupils with an interesting range of opportunities that extend and enhance their learning. As a result, the pupils do well, for example, in art and design and design and technology.
- The provision for the personal development of the pupils is good. The opportunities the school provides for cultural development are particularly strong. They are often fostered through very effective links with the local community.
- The pupils' work is carefully assessed and the arrangements for monitoring the pupils' progress are good.
- The school is well led and managed by the headteacher. Along with the governors, she promotes a strong commitment to the inclusion of all pupils.

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

- The presentation of the pupils' work and the quality of their handwriting.
- The inadequate facilities which constrain the physical education curriculum, particularly in poor weather.

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

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

The school has made satisfactory progress since it was inspected in March 1998. The monitoring and evaluation of classroom practice have improved and the headteacher, coordinators and governors are now involved in the observation of lessons. The governors also evaluate spending decisions and the effect of the various improvement activities. In order to improve standards in physical education, the teachers have undertaken training and a scheme of work is now in place. However, the provision for physical education has deteriorated and overall the school's facilities are inadequate. Since the last inspection, standards in science, design and technology and history have risen and are now above average.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

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

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

The youngest children are achieving well and making good progress. By the end of the reception year, they will reach the learning goals set for them in all the six areas of learning. The results of national tests in 2001 were well below average because of the high proportion of pupils with special educational needs within that small cohort. In 2002, the results were well above average in reading and writing, and the inspection evidence indicates that these standards have been maintained this year. The school sets targets for each child and is actively seeking to increase the proportion of pupils attaining the higher levels, particularly in writing. By the end of Years 2 and 3, standards of writing are above average overall, but handwriting and presentation are not as good as they should be and do not match the quality of the content of many of the pupils' work. The results in mathematics were above average last year and again these standards are being maintained. The results of optional tests show that pupils in Year 3 continue to make good progress. Standards in art and design, design and technology and history are above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have a positive attitude to school and in many lessons engage whole heartedly with the challenges set for them
Behaviour, in and out of classrooms	The standard of behaviour across the school is satisfactory. Most pupils behave well, but a few are not yet able to match the conduct of their peers and from time to time their behaviour interrupts learning.
Personal development and relationships	For the most part, the pupils are friendly and sociable. During lessons, they often display a mature level of co-operation, but at playtime some of their behaviour is rather boisterous.
Attendance	Attendance is above average, although the level of unauthorised absence is higher than usual.

The behaviour of a few pupils in Years 1 and 2 presents a challenge. However, the teachers and learning support assistants work hard and with a good deal of success to address the difficulties of these pupils so that others can continue to work with the minimum of interruption to their learning.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	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.*

The teaching is good. In the foundation stage, the teacher fosters a sense of exploration and curiosity in the children and develops their skills and knowledge through well focused activities that motivate and interest them. In Years 1, 2 and 3, the lessons are well planned and proceed at a good pace. Many tasks are carefully modified for children of different abilities and provide a good level of challenge and demand. This ensures that those with the potential for higher attainment make the progress they should. As a result, a good proportion of the pupils attain higher levels in English and mathematics. The teaching assistants are well briefed and work very effectively to support the pupils. The teachers manage the pupils well and deal positively with any challenging behaviour. The pupils with special educational needs are well supported by both their teachers and the teaching assistants. Consequently, they are making good progress towards the targets set for them in their individual education plans.

The teaching of English and mathematics is good. As a result, most of the pupils respond well and their literacy and numeracy skills develop at a good pace. They work hard with increasing independence and they enjoy learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and covers all subjects of the National Curriculum and the areas of learning for the Foundation Stage.
Provision for pupils with special educational needs	The provision for the pupils with special educational needs is good because of the clear targets set in their individual education plans and the commitment of the teachers and the support staff. Very good support is given to a small number of pupils with learning and behavioural difficulties to integrate them into mainstream schooling.
Provision for pupils with English as an additional language	The few pupils who speak English as an additional language are making good progress and in some cases attaining higher levels in English by the end of Year 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's very positive ethos stems from the effective promotion of spiritual, moral and social values. The fostering of cultural awareness is a very strong feature of the school's rich curriculum.
How well the school cares for its pupils	The caring and supportive relationship between the teachers and teaching assistants and their pupils helps to make the classrooms a secure and friendly learning environment.

The school's partnerships with the parents are satisfactory. Many parents support the school and its work, but a minority thinks that school does not work closely with them.

The school provides a very broad range of opportunities that extend and enrich the pupils' learning, but the curriculum for physical education is rather constrained by the inadequate facilities.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides positive leadership and clear direction for the school. She places considerable emphasis on the full inclusion of the pupils. The headteacher is well supported by the co-ordinators to manage the curriculum.
How well the governors fulfil their responsibilities	The governors continue to fulfil their role to good effect. Although they meet their statutory responsibilities in most respects, the annual report to parents omits information, for example, about how school security is reviewed and the effects of the professional development of the teachers.
The school's evaluation of its performance	The school analyses all the available information from national and optional test results and uses it to identify areas where improvements are needed. The headteacher and the governors monitor the school's performance. The subject coordinators also monitor the teaching, planning and the pupils' work.
The strategic use of resources	The available resources are carefully allocated and spending patterns are compared with those of schools nationally.

There are sufficient teachers and teaching assistants but not enough lunchtime supervisors. Overall, the school has adequate educational resources and those for information and communication technology are good. However, the accommodation is inadequate, particularly in the facilities it provides for physical education. The school has only limited access to the community hall and the playground is in poor condition. Consequently, it is difficult for it to provide the pupils with a comprehensive physical education curriculum throughout the year.

The governors clearly seek 'best value' through competition and compare the school's performance with others locally and nationally. Generally, the principles of "best value" are used well, but consultation with parents is an area where more could be done.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The pupils like school and make good progress.</li> <li>• The good teaching</li> <li>• The 'Open Door' policy that enables them to feel comfortable in approaching the school</li> <li>• The range of opportunities offered to the pupils</li> <li>• Improvements to the school building.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour.</li> <li>• Information about their child's progress.</li> <li>• Opportunities for physical education.</li> <li>• Activities outside lessons</li> </ul>

About a third of the parents completed and returned the questionnaire. The responses show that there are very diverse views. Most parents support the school and its work, but a significant minority has some concerns about certain aspects of its work.

The inspectors agree with the overwhelming majority of parents that the children like school, the teaching is good and the pupils are making good progress. They consider that the pupils have a broad range of opportunities in and out of lessons. They also find that the most pupils behave well and the teachers manage well those with behavioural difficulties. However, they agree that there are occasions when these pupils interrupt lessons and that some behaviour on the playground is rather too boisterous. The inspection evidence shows that the school provides a great deal of information for parents: the pupils' annual progress reports are very good and there are adequate formal opportunities for parents to meet the teachers.

## **PART B: COMMENTARY**

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

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

1. Most of the children have pre-school experience and their attainment on entry to the school is above average overall. The youngest children are achieving well and making good progress. They will reach the learning goals set for them in all the six areas of learning by the end of the reception year. This is due to the good and often very good teaching that stimulates the children's learning.
2. By the end of Year 2 and by the time the pupils leave the school, standards in English are above average. Many pupils have good speaking and listening skills that are developed through activities that encourage them to report to the whole class, thereby promoting the confidence of some of the more diffident speakers. In Years 1 and 2, a few boys find it difficult to listen during whole class and group work. However, the teachers persevere well to develop these skills and by Year 3 some of these pupils are far more attentive and receptive. Attainment in reading is a little above that in writing because the school has established a very positive reading culture. By the end of Year 2 and Year 3, standards of writing are above average overall, but the pupils' handwriting and presentation are not as good as they should be and do not match the quality of the content of their work. The school should take steps to ensure that the pupils consistently present their work to a high standard. **This is a key issue for action.**
3. The small number of pupils who speak English as an additional language are making good progress and in some cases attaining the higher levels in English by the end of Year 2.
4. Standards in mathematics are above average by the end of years 2 and Year 3. This is mainly due to the improved teaching of mathematics and the way the school has successfully adopted the National Numeracy Strategy. In lessons, there is a good match of activities to the differing abilities of the pupils so that they are able to achieve well and make good progress. Most make good progress in all areas of the subject except in using and applying mathematics, where their progress is just satisfactory.
5. The results of national tests at the end of Year 2 shows that in 2002 standards were well above average in reading and writing and above average in mathematics. In comparison to similar schools, these results are above average in reading and writing and average in mathematics. The 2002 results were a significant improvement on 2001 when the cohort had a high proportion of pupils with special educational needs. With the exception of 2001 the trend in the results is generally above average. In 2002 a high percentage of pupils attained higher levels in reading and mathematics; but in writing the percentage was similar to the national average. Over time, there is very little variation in the attainment of boys and girls.
6. The teacher assessments show that a high proportion of pupils usually attains the upper levels in all areas of science except "Enquiry and investigation". However, a scrutiny of the pupils' present work shows that they are achieving well in all areas of science and that standards overall are above average at the end of Years 2 and 3.
7. Standards are above average in art and design, design and technology and history. They are in line with expectations in information and communication technology, music, geography and religious education.

8. Overall, the pupils are achieving well and making good progress. Those with special educational needs are well supported and make good progress towards the targets set for them. The pupils with the potential for higher attainment are generally challenged in lessons and well supported by their teachers.

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

9. The pupils have a positive attitude to school and their attendance is above the level normally found in primary schools nationally. The parents who responded to the questionnaire agree that their children like school, and on many occasions during the inspection the pupils displayed considerable enthusiasm for the activities on offer. For example, the visit by an author of children's books, arranged during the school's book week, generated lively discussion and many pupils showed a keen and informed interest both in the author's work and in reading generally. This enthusiasm and commitment to the task in hand was also evident in other lessons seen, such as art and swimming, where the pupils concerned rose in a whole hearted way to the challenges being set.
10. The standard of behaviour across the school is satisfactory. Most pupils behave well, but from time to time the unsatisfactory behaviour of a minority interrupts the learning. This small group, in Years 1 and 2, presents a constant challenge. However, the teachers and the learning support assistants work hard and with a good deal of success to address the emotional and behavioural difficulties of these pupils so that others can continue to work with the minimum of interruption to their progress.
11. For the most part, the pupils are friendly and sociable. During playtimes, for example, they organise themselves into groups for a wide range of activities and enjoy each other's company. Even so, there were occasions when the normal rough and tumble became rather too boisterous. Moreover, the pupils' return to classrooms after break times is not always as orderly as it should be. This is largely due to the lack of sufficient supervision to ensure that the pupils move in a well-managed and controlled way. During lessons, the pupils often display a mature level of co-operation and help each other to clear up at the end of lessons with the minimum of fuss. Children of all ages undertake routine tasks to support the smooth running of the school day.

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

12. The teaching is good. In the foundation stage, the teacher fosters a sense of exploration and curiosity in the children and develops their skills and knowledge through well focused activities that motivate and interest them. For example, the emergence of a butterfly from a cocoon was used very well to raise the children's awareness of the beauty of the natural world and led to much animated discussion.
13. In Years 1, 2 and 3 the lessons are well planned and proceed at a good pace. Many tasks are carefully modified for different abilities and clearly indicate what the pupils are expected to learn. The teachers prepare their resources so that no time is lost. This was evident, for instance, when all the equipment for an orienteering activity was in place so that a physical education lesson could begin promptly. The lessons are well managed by the teachers and many provide a good level of challenge and demand, for example, when the oldest pupils were investigating how they might use a simple pneumatic system to generate movement in design and technology. In this and many other lessons, the teachers demonstrate good subject knowledge. In the teaching of English, for example, they create a very good climate for learning.

They use their very good questioning skills and a brisk approach to motivate the pupils. Similarly, the visit of an author generated a purpose and focus to the preparatory literacy lessons. The teachers generally have high expectations of the pupils, but they are inconsistent in their expectations regarding handwriting and the presentation of work.

14. The teachers assess the pupils' progress effectively through good questioning towards the end of lessons. They also mark their work thoroughly and in Year 3, for example, the teacher not only annotates their work but also often sets the pupils additional questions to help them further to improve their knowledge and skills. For example, following a science investigation of magnetism, the teacher's marking helped a pupil to clarify his conclusions. In mathematics, the teachers use the mental "starters" well and set tasks that are often modified for different groups so that there is appropriate and sufficient challenge for all pupils.
15. The teaching assistants are well briefed and work very effectively to support the pupils. The lesson plans contain a clear focus for their work. In Years 1 and 2, where a few pupils have behavioural difficulties, their interventions are very important. They are watchful and move quickly to keep the pupils concerned focussed on the tasks they have been set. They consistently reinforce behaviour expectations. The best results are achieved where a firm approach by the teacher is used in tandem with positive behaviour management strategies. The teaching assistants also contribute significantly to the additional literacy programmes to the extra activities provided for small groups of more able pupils. Working closely with the teachers, they also enable the pupils with special educational needs make good progress towards the targets set for them in their individual education plans. The contribution of the teaching assistants is greatly valued by the school.
16. As a result of the good teaching, most of the pupils respond well and their knowledge and skills develop at a good pace. The volume of work they produce increases as they move through the school and most apply themselves with increasing independence. They enjoy learning.

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

17. The school provides all its pupils with a curriculum that is well planned and meets the requirements of the National Curriculum and the religious education syllabus. Overall, the school provides a very broad range of opportunities that extends and enriches the pupils learning, but the curriculum for physical education is rather constrained by the facilities. However, the school counters these constraints by adding activities such as swimming and ice hockey. The curriculum is strongly inclusive and ensures that those pupils with English as an additional language make good progress. The curriculum for the foundation stage is planned carefully to provide a good balance of activities across the six areas of learning identified for this stage. The provision to promote the pupils' cultural development is a particularly strong aspect of the broader curriculum.
18. The provision for the pupils with special educational needs is good. The steps they make are smaller than those of their classmates, but are in accordance with the targets set in their individual education plans. The teachers and the support staff are involved in the setting and monitoring of these targets and other appropriate support is provided by outside agencies. The school provides well for different groups of pupils through additional schemes in literacy and numeracy. Its strong commitment to inclusion is evident, for instance, in the 'Ark Project' set up and with a local special needs school. Very good provision and support enable a small number of pupils with learning and behavioural difficulties to integrate into mainstream schooling.

19. The school is successful in fostering literacy and numeracy skills. There is a strong commitment to continued improvement and therefore the teachers constantly evaluate the activities they plan to ensure that all the pupils have equal opportunity to be successful in a wide range of areas. Accordingly, they plan tasks at different levels and have successfully incorporated national guidance into their existing plans. For example, some good quality work was seen in mathematics where a small group of more able pupils worked together with a support assistant. Another good example was seen in work in design and technology and the sculpture project currently being undertaken in Year 3. This approach has resulted in a lively range of experiences to which the pupils respond with interest.
20. The support for the pupils' personal development is also of good quality. The pupils' self esteem is consistently promoted so that most respond to learning with interest and enjoyment. The school actively promotes healthy eating and the development of understanding and respect for the environment. A very good range of extra activities enriches the curriculum. For instance, a French club, albeit attended only by a small number of pupils, provides a useful introduction to the language and customs of France. The pupils also benefit from opportunities to meet artists and others. One class of younger pupils was spellbound when listening to a local author talk about her work. Links with the local community, through a good range of parish events, represent an enriching additional dimension. The pupils greatly appreciate being allowed to use a swimming pool owned by local residents. They also engage in a church celebration with other schools in Milton Keynes. These good local links with other schools ensure that the pupils make a smooth transition from one stage of their education to another.
21. The school's very positive ethos stems from the promotion of good spiritual, moral and social values. There are regular opportunities for reflection during collective worship, but the lack of a hall means that the venue changes daily and it is therefore difficult to ensure that there is an arresting focus for the worship. Nevertheless, these periods are often well used to celebrate the pupils' talents and achievements. The teachers and the support staff are consistent in promoting an understanding of the difference between right and wrong. The youngest children are reminded about aspects of courtesy so that they learn how to interact with a variety of people. All pupils are consistently encouraged to be aware of how their speech and actions affect other people. For some, this is a challenge but they receive good support from the adults to help them to become cooperative, thoughtful individuals. The extracurricular activities, including the visits and visitors, make a very valuable contribution to the pupils' social development.
22. The provision for the pupils' cultural development is very good. They are very interested in their own culture and respond with curiosity and enthusiasm when learning about other cultures. For example, they have been shown photographs and artefacts from India and tried their hand at Indian cooking. At present, the displays in the school reflect the study of aspects of Judaism in religious education lessons. Authors and artists have visited the school and the pupils have visited a sculpture trail in the locality. A local theatre provides an excellent resource for drama and role play. Over time, the pupils have celebrated Christmas, Holi, and Hanukkah and parents have joined them for a "Roman experience". Some of the older pupils are becoming aware of the wider application of technology through their use of the Internet to find out about art and artists.

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

23. The school's arrangements for ensuring child protection are firmly in place. The staff receives regular training, and relevant reference materials are available in the staff room. The senior

staff members meet with representatives of the external welfare services when this is required to support the needs of children within the school. The procedures for monitoring attendance are very good. Caring and supportive relationships between the staff and the pupils are the basis of the secure and friendly learning environment that is characteristic of the school.

24. The interesting and varied range of classroom activities provided for all age groups stimulate interest and enthusiasm for learning and have a positive influence on the motivation of the pupils. The class teachers' good management skills ensure that the pupils remain on task and maintain a good pace of working. Sometimes the behaviour of a few individuals is challenging, but there are clear and effective strategies in place to make sure that the learning of the other pupils is not hindered. Consequently, pupils of all abilities and at various stages in their emotional development are able to take advantage of the full range of school activities. They make good progress.
25. Since the last inspection, the school has improved its procedures for monitoring the academic performance and personal development of its pupils and they are now good. The class teachers and teaching assistants know the pupils very well and have a very good understanding of their individual needs. The school now keeps careful track of the progress of individual pupils and year groups and by analysing the test and assessment data is able to determine the priorities for school improvement. Good use is made of the assessment information to guide the curriculum planning and to set targets for improvement for groups of pupils. All the class teachers maintain comprehensive assessment records to a consistent format. They keep group and individual records, for example, on reading, writing, mathematics and science. The classroom assistants make a valuable contribution to the process by regularly assessing the children they support and feeding back information. The procedures for the assessment and monitoring of the progress of the pupils with special educational needs are good. Their Individual Education Plans include the targets set for the children and evidence of their progress as they improve.

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

26. Most parents are supportive and appreciative of the school and are pleased with the progress their children are making. In particular, they state that their children like coming to school and that they are expected to work hard. The parents also appreciate the way their children are developing into mature individuals. However, a significant minority of the parents who returned the questionnaire expressed concerns about the lack of information provided on their children's progress, the way the school worked with parents and the lack of extra curricular provision. The inspection evidence is in line with the positive views expressed by parents. However, inspectors judge that parents are given a good range of information and kept well informed. The prospectus is clear and informative and places due emphasis on the role that parents play in the education of their children. The regular letters that the parents receive about school events and trips are similarly clear and detailed. An attractive notice board also gives information on what is to be covered in each class during the current term. There are consultations in the autumn term and an open morning in the spring term. However, some parents expressed concern at the timing of the formal meetings to review their children's progress with the class teachers. Discussions after the delivery of written reports in the summer term were felt to be too late in the school year to enable any of the issues to be addressed. Nevertheless, this pattern of meetings is typically found in many schools across the country. Moreover, the parents are able to meet with the teachers at short notice should they feel it necessary. Furthermore, the annual reports given on each pupil are very good and give a clear picture of the standards being achieved in each subject and the progress being made.

27. The school makes satisfactory use of homework. The parents are generally supportive of this provision, but there is no regular homework diary to which they can contribute. Some parents assist in school in various ways, including the preparation of learning resources and essential support on school trips. There is an active Friends of the School Association that raises valuable funds for the school and provides social activities where the parents can meet. During the inspection week, for example, a visiting author officially opened the new school library. The Friends of the School Association has donated a significant sum towards the refurbishment and stocking of the library and also provided a tea after school at which parents, pupils and the author could meet socially.

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

28. The headteacher continues to provide positive leadership and clear direction for the school. She places considerable emphasis on the full inclusion of pupils. The school is successful in integrating pupils from a special school and those with behavioural difficulties because of the considerable commitment of the teachers and teaching assistants who continually strive to ensure that all of the pupils achieve well. The headteacher is well supported by the governors who are enthusiastic about the school and committed to its aims and values. They are actively driving the school's inclusive approach.
29. The school is well managed. There have been good improvements in the monitoring of the effectiveness of teaching and learning. The headteacher, the attached adviser and governors all play a part in monitoring the school's performance. The subject co-ordinators monitor the planning and teaching, and also check standards by moderating samples of work.
30. The management of the school's provision for special educational needs is good. The school supports these pupils through appropriately targeted funding from its budget. The additional facilities provided for the withdrawal of pupils for specific learning support make a significant contribution to the good progress made by these pupils.
31. The improvement plan is a comprehensive document that is based on an audit of the school's performance and its success in meeting earlier targets. It is evident, therefore, that greater evaluation is now taking place in response to the issues identified at the last inspection. The governors are involved in establishing priorities for improvement and are now much more evaluative, particularly about the success of initiative in the school improvement plan. The sub-committees of the governing body take responsibility for monitoring and evaluating all of the actions within the plan. The governing body continues to examine the school's performance and to check standards. In general, the governors continue to fulfil their role to good effect, but they are not fully meeting their statutory responsibilities in respect of the annual report to parents. The report omits information about how school security is reviewed, the admissions arrangements for pupils with disabilities and the result of the staff's professional development on the teaching and learning. The governors should ensure that future annual reports to parents meet the requirements in full. **This is an additional issue for action.**
32. Performance management is closely linked to the school's priorities for improvement. All members of the staff both teaching and non-teaching have targets for improvement.
33. The governors are well informed about the work of the school and understand its strengths and weaknesses. They make visits to the school and provide feedback to committees and full governing body meetings. The environment committee has been particularly active this year and the parents agree that significant improvements have been made to the building. They clearly

seek 'best value' through competition and compare the school's performance with that of others both locally and nationally. The governors believe that the most valuable resource is the staff. Accordingly, it invests the greatest proportion of the budget on salaries, providing additional support for each class and for pupils with special educational needs. Generally, the principles of "best value" are well used, but the governors recognise that consultation with parents is an area where more could be done.

34. The school has well established office routines for administration and finance, enabling the secretary and bursar to contribute significantly to the smooth running of the school. There are sufficient teachers for the number of pupils on roll. The investment in teaching assistants provides essential support for many pupils, particularly those with behaviour difficulties. It ensures that they are fully included in the life of the school and are able to make good progress. In contrast, however, the lunchtime supervision is inadequate and the governors should consider ways to enhance it. **This is an additional issue for action.**
35. The school has adequate educational resources. The provision for information and communication technology has improved significantly since the last inspection and is now good.
36. Space is at a premium. The headteacher's office is very small and the staffroom is inadequate for the number of adults working in the school. There is an attractive library, but again it is small. Most of the classrooms are large enough to allow a full range of activities to take place, but the absence of a school hall makes it difficult to establish daily routines for collective worship. At present, the assemblies are held in a classroom, the community hall or the church. The school also uses the community hall for school meals and physical education. However, access to the hall is now more limited than at the time of the last inspection and the surface of the playground is in poor condition. The school, therefore, relies heavily on the extensive playing fields for physical education lessons. In poor weather it is inaccessible which makes it difficult for the school to provide the pupils with a comprehensive curriculum throughout the year. The governing body should take every opportunity to improve the facilities available to the school to allow a full and broad physical education curriculum to be taught. **This is a key issue for action.**

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

37. In their school improvement planning, the governors, headteacher and teachers should continue to enhance the provision for the pupils and raise the standards they attain. They should also:
  1. ensure that the pupils' handwriting and presentation are of a consistently high quality in all their work
  2. take every opportunity to extend the school's facilities for physical education so the full curriculum, including dance, gymnastics and games, can be taught throughout the year

Paragraphs 2, and 36

In addition the governors should

3. ensure that all future annual reports meet statutory requirements in full
4. consider increasing the level of lunchtime supervision



Paragraphs 31 and 34

## Summary of the sources of evidence for the inspection

Number of lessons observed

29

Number of discussions with staff, governors, other adults and pupils

19

## Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	18	3	0	0	0
Percentage	3	24	62	10	0	0	0

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

## Information about the school's pupils

### Pupils on the school's roll

YR - Y3

Number of pupils on the school's roll (FTE for part-time pupils)	90
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

### Special educational needs

YR - Y3

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

### English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	11

## Attendance

### Authorised absence

	%
School data	3.7
National comparative data	5.4

### Unauthorised absence

	%
School data	1.1
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
	2002	10	11	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	11	11	10
	Total	20	21	20
Percentage of pupils at NC level 2 or above	School	95 (74)	100 (74)	95 (74)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	11	11	11
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (74)	100 (74)	100 (79)
	National	85 (85)	89 (89)	89 (89)

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

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	67	2	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	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 - Y3**

Total number of qualified teachers (FTE)	4.56
Number of pupils per qualified teacher	19.74
Average class size	22.50

#### **Education support staff: YR - Y3**

Total number of education support staff	5
Total aggregate hours worked per week	106

### ***Financial information***

Financial year	2002/2003
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	£
Total income	246 845
Total expenditure	239 937
Expenditure per pupil	2 666
Balance brought forward from previous year	17 614
Balance carried forward to next year	24 522

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	90
Number of questionnaires returned	29

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	24	7	0	0
My child is making good progress in school.	66	28	7	0	0
Behaviour in the school is good.	38	38	10	14	0
My child gets the right amount of work to do at home.	38	45	10	7	0
The teaching is good.	52	45	3	0	0
I am kept well informed about how my child is getting on.	34	24	31	10	0
I would feel comfortable about approaching the school with questions or a problem.	52	28	14	7	0
The school expects my child to work hard and achieve his or her best.	58	28	3	0	10
The school works closely with parents.	31	28	24	7	0
The school is well led and managed.	48	21	10	7	14
The school is helping my child become mature and responsible.	55	34	10	0	0
The school provides an interesting range of activities outside lessons.	31	31	21	14	3

## **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**

38. The children start in the reception class in the September of the year in which they are five. Most have had nursery experience and their overall attainment on entry to the school is above average. The majority of the children are making good progress and have already reached the goals set for them in all the six areas of learning. This is mainly due to the good, and often very good, teaching based upon well-planned activities that stimulate the children's learning. There are good systems of assessment so that the teacher is aware of the next stage of learning for all the children.

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

39. The teaching in this area is good and the children make good progress in developing their self-confidence and independence. On entry each morning, they separate confidently from their parents and take up a number of activities while they wait for the teacher to call the register. They relate well to each other and share resources fairly. The children are aware of the routines of the classroom and behave very well. All adults have clear expectations of behaviour and this helps to create a calm, working atmosphere. All groups of children show good levels of concentration and perseverance in their activities working either with adults or independently. The learning situations are very well managed so that all of the children are fully engaged. For example, the emergence of a butterfly from a cocoon was used very well by the teacher and learning assistant to raise the children's awareness of the beauty of the natural world and led to much animated discussion about the event.

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

40. There are already well-established elements of the national literacy hour in this area of learning. The children are encouraged at all times to speak and listen carefully. The adults make very good use of big books to develop children's reading skills. For example, there was a very good session on developing knowledge and understanding of how letters make sounds, and how sounds make words as the children learned the sound of 'er'. The higher attaining children related the sound to words in their own vocabulary. During the lesson, the teacher extended the knowledge and understanding of all groups of children by carefully targeting questions so that everyone could take an effective part in the lesson. Most children have already attained the goals in this area of learning.
41. The higher attaining children write independently, showing good skills of letter formation. They can use a word bank to find words to include in their sentences and a few already understand the use of a capital letter and a full stop. All children have a good awareness of books and know how to handle them properly. They know that print carries meaning and words are read from left to right. The class teacher sensitively and carefully develops the reading skills of the lower attaining children through supportive but challenging interventions. The sessions are well timed so that the children are able to maintain their interest and develop in confidence as they achieve success. The adults also take every opportunity to develop and extend the vocabulary of the children. For example, after a successful 'bug hunt', all the children were able to talk sensibly about their experiences because the teacher, support assistant and the parent helper had engaged them in purposeful conversation and given them every chance to say what they

were doing. Good questioning by the teacher and support assistant enabled the children to respond in their own way to what they had seen.

### **Mathematical development**

42. The teaching in this area is good and all groups of children are likely to reach the goals expected of them. Many higher and average attaining children have already done so and are making good progress in their mathematical development. The lower attaining children make satisfactory progress. For example, in their play in the 'Garden Centre', most children could identify 3 o'clock as a time shown on a clock face and a few higher attaining children were able to count coins up to 40p accurately. Many children can count beyond ten and can use language such as 'longer/shorter' when comparing different lengths. The children have good skills in shape recognition and can use them to make patterns and pictures. The lower attaining children are often able to complete the same tasks as other children but need more support to do so. Clear instructions and the good use of resources enable the children to settle quickly to their activities. The children particularly enjoy the number games that they play, and each morning a child is chosen in turn to count the number of children present, thereby developing and reinforcing their number skills. Similarly, their understanding of time is reinforced as the teacher asks, 'What day is it today?' and 'What day will it be tomorrow?'

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

43. All groups of children are making good progress in this area of learning because again the teaching is good. A well-planned range of experiences develops their sense of their immediate surroundings and the wider world. For example, after the 'bug hunt', the children were able to explain their experiences with a good range of vocabulary. Many showed that they understand the term symmetrical by giving replies such as, 'the same pattern on both sides', and they know that a spider has eight legs but insects have only six. The whole session was well planned and organised so that all children were able to extend their knowledge and understanding of their immediate surroundings through careful observation and investigation. The children's understanding of different materials is also well developed through making butterfly sandwiches and their role play in the 'Garden Centre'. They readily take opportunities to work at the computer and display good skills in the way that they use and control the mouse to select, drag and drop items around the screen.

### **Physical development**

44. The reception class makes good use of the limited facilities that the school has to offer. Very good teaching is enabling the children to reach the goals set for them before they move to the targets of the national curriculum. They already show a very good awareness of how their bodies can be used to express movements and to make changes in speed and direction. In the very good lesson seen in the community hall, all the children were eager to take part. They showed good levels of skills in moving around, over and under a range of equipment and did so safely and with a good awareness of the needs of others. The children worked hard and were keen to demonstrate their skills to others, who sat quietly and watched with interest. Good activities also develop the children's skills in the control of crayons, pencils and brushes. A parent supervised one session in which good eye-to-hand co-ordination was developed through sewing symmetrical butterflies made of cloth and felt. The children use small and large construction apparatus imaginatively, both indoors and in the outdoor garden. At present the grass surface of the garden area and the uneven playground surface restrict the opportunities for the use of large-wheeled play apparatus.



## **Creative development**

45. The teaching is good and all the children make good progress. A scrutiny of teachers' planning shows that good activities enable the children to develop an awareness and response to music. The children enjoy singing simple rhyming songs and have explored how different sounds are made. They play imaginatively alongside each other and co-operate well when using the water tray and the playhouse. Role-play is encouraged in the 'Garden Centre', for example, and both the teacher and the support assistant intervene effectively to develop the children's use of language. The children are encouraged to explore colour and texture in their model making and painting and are eager to explain their work.

## **ENGLISH**

46. By the end of Year 2 and when the pupils leave the school, standards are above average. Their attainment in reading is a little above that of their writing because the school has established a very positive reading culture, now further supported by the creation of a library area that is well used. The school also makes very good use of visiting authors during 'Book Weeks'. A very good example was seen during the inspection when the pupils were spellbound listening to an author talking about and reading excerpts from her books. This occasion was enhanced by the fact that the pupils were already familiar with some of the books that were displayed in their classrooms. The good level of attainment seen at the last inspection has been maintained.
47. The teachers plan to engage the pupils in discussion in pairs and in small groups. They persevere in their efforts to encourage a high level of listening skills. In Years 1 and 2, this is often in the face of some difficulties because a small number of boys are restless and at times find it difficult to listen during whole class and group work. The teachers develop these skills, for example, by ensuring that the views of all the children are included during the whole class discussions. This was very evident in a successful lesson where the pupils and teacher collaborated to create a story plan. Paired discussion, where the pupils record their agreed ideas on a white board and then share them with the whole class are enjoyable and promote the confidence of some of the more diffident speakers. One class engaged energetically in paired discussion about a review of 'The Haunting of Nadia'. A few pupils were motivated to challenge some of the teacher's assertions by asking, for example 'How do you know that a boy wrote it?' In the same class, the pupils were skilfully made aware of how they might use interesting words in the text to express their own views. Discussion is encouraged across the curriculum. At the end of an art class in Year 3, for example, the pupils responded animatedly and perceptively to some thought-provoking questions about the sculptures they were in the process of creating.
48. From discussion with the pupils and observing their responses to books, for example as they arrive at school in the morning and quietly settle to read, it is clear that they have a positive attitude to reading. Standards throughout the school are above average. The children in the reception class receive a good grounding in the early reading skills. By hearing their children read at home and encouraging the borrowing and buying of books, many parents also make a very valuable contribution to developing good reading habits. Several pupils said that they enjoy non-fiction books as much as fiction and the school is recognising the need to enlarge the variety and range available to the pupils. The pupils' word-attack skills are secure and enable them to tackle less familiar words. Their good knowledge of letter and syllable sounds enables them to split up words and promotes accurate spelling. This is helped by classroom displays to which they can refer and which help them to become more familiar with sound patterns. The adults

engage the pupils well by reading stories and excerpts from books. This encourages the pupils to try books by different authors. In one class, the pupils had written their own book reviews in an attempt to stimulate the interest of other class members. By the time they leave Year 3, a third of the pupils achieve well above average standards in reading, but a further third needs, and receives, valuable extra help in an attempt to ensure they reach at least the average level expected for their age.

49. The skills of writing are promoted consistently across the curriculum. The teachers identify specific targets for pupils to achieve, which are then reflected in the way they annotate the pupils' work and plan subsequent activities. Consequently, by the end of Years 2 and 3, standards are above average overall. The pupils in Years 1 and 2 are encouraged to plan their writing so that, for example, their stories have a clear structure and, where appropriate, lively descriptions. Similarly, the records of their work in science and design and technology show that most pupils recognise that factual writing is different from either narrative or descriptive writing. Some of the higher attaining writers in Year 2 now produce a variety of sentence structures by using, for example, a range of conjunctions that make their writing more interesting. A few pupils are beginning to use adverbs such as 'finally' and 'constantly' to enhance verbs. By the end of Year 3, some pupils are more selective in their use of verbs to enhance the dramatic element in their stories, for example, when writing about a shipwreck. Punctuation and spelling are both agreed areas for continuing improvement and the attention given to them is proving successful over time. For instance, the older pupils are becoming much more accurate in punctuating direct speech and in using question and exclamation marks appropriately. They use word banks and dictionaries to check key spellings. Some pupils are insecure in their use of the past tense, but in marking work alongside the pupils the teachers consistently draw attention to this fact. The pupils are succeeding in improving the quality of their writing because the preparation for the tasks is thorough. Whole class discussion provides a basis on which all the pupils can write and literature, at the appropriate level, is also often used as a stimulus. In addition, the teachers ensure that factual writing, such as letters, recipes and diary writing, has a real purpose and is not seen as an artificial task. Homework in spelling and reading provides the parents with opportunities to be involved in their children's work.
50. Handwriting skills are taught on a regular basis, but present standards of handwriting and presentation do not match the quality of the content of the writing overall. The pupils are not consistent in applying the skills learned in practice lessons to their everyday writing. However, portfolios of writing provide evidence that they could do so. Furthermore, work is not consistently dated in all classes so that progress over time may be readily seen. The school recognises that these are areas for development, and that a few pupils now have sufficiently well developed skills to begin to write in ink.

## **MATHEMATICS**

51. Standards in mathematics have risen since the last inspection. The results of the latest national tests and current inspection evidence show that by the end of Year 2 the majority of the pupils are attaining above average standards. This improving attainment is also apparent in Year 3. It is mainly due to the improved teaching of mathematics and the way the school has successfully adopted the National Numeracy Strategy. The majority of lessons are well planned with the activities well matched to the pupils' different need and abilities so that they are able to achieve well. As a result, most pupils continue to make good progress in all areas except in using and applying mathematics, where their progress is merely satisfactory.

52. By the time pupils enter Year 1, they are well prepared for the work of the National Curriculum. Scrutiny of the previous work in Year 1 shows that the majority of the pupils have a secure understanding of the place value of two-digit numbers. They can correctly identify and name common two-dimensional figures such as circle, square, triangle and rectangle and also some three-dimensional shapes. The lower attaining groups of pupils can use coins up to 10p in 'shopping' activities, and the higher attaining and average pupils are confident with coins up to £1. In one lesson seen, the pupils were able to make a "number sentence" with numbers up to 10. The learning was good because the teacher ensured that the objectives of the lesson were clearly understood by all pupils. Her good management and control ensured that the pupils remained focused on their activities and achieved well.
53. A particularly strong feature of the mathematics teaching was the mental calculation session that started the lessons. These were often conducted at a brisk and challenging pace that encouraged the pupils to learn. They were helped by the way in which the teachers used their good subject knowledge to frame questions so that all groups of the pupils were able to make a contribution to the lesson. The pupils' eager response to the challenge of well directed questioning was clearly evident in a Year 3 lesson on calculating in sets of 4. The teachers are careful to ensure that all groups of pupils take effective part by targeting the right question to the levels of abilities of pupils so that they can all contribute. For example, in a Year 1 lesson a classroom assistant gave good support to a group of lower attaining pupils, so that they were fully involved in the activities. Scrutiny of previous work shows that by the end of Year 2 most pupils can recognise simple fractions and the more able can find fractions of shapes and simple numbers. The average and lower attaining pupils can extend simple number patterns and measure accurately in centimetres. However, they are less secure in using either larger or smaller units of measurement. The Year 3 pupils have extended their understanding of place value of three-digit numbers and can use tables and block graphs to sort data.
54. In the previous report, the teaching was judged to be satisfactory, but it is now good overall. The lessons are characterised by a good pace and challenge. Careful planning, based on the objectives of the National Numeracy Strategy, ensures that all groups of pupils are able to take an effective part in lessons and learn well. These are all improvements since the last inspection. The overwhelming majority of pupils respond well to the learning environment created by their teachers. They are eager to show their knowledge and they greatly enjoy the mathematical 'games' that are such a feature of many lessons. When required to work in either small groups or pairs most pupils co-operate and share resources fairly. Sound learning and diligent application to the task in hand were characteristic features of a Year 2 lesson where the pupils were required to put three-digit numbers in order. The challenge increased with the size and complexity of the numbers, but the pupils responded enthusiastically. A notable feature of many lessons is the good use made of support staff to help the less able groups and the pupils with special educational needs. These support staff are well briefed, know the pupils well and help to develop their confidence. Consequently, in the whole-class sessions at the end of lessons, these pupils are just as eager to show their learning as other groups. Their responses and their opinions are equally valued and this develops their sense of self-respect.
55. Very occasionally lessons, although satisfactory, have insufficient emphasis on the learning objectives at the start so that the pupils are uncertain of what is expected of them. Moreover, the teachers' introductions to the activities are sometimes a little too long and pupils' attention begins to wander.
56. The coordinator, who has been in post for less than a year, leads and manages the subject satisfactorily. She has monitored the teachers' planning and the pupils' work so that there is

more consistency in teaching and learning across the school. The procedures for assessing the pupils' attainment and progress are good and the information is used well to plan future changes to the curriculum. The resources have been improved and are contributing to the rising standards. Good use of computers in mathematics is now a feature in all classes.

## **SCIENCE**

57. Standards in science have risen since the last inspection; they are above average by the end of Years 2 and 3. Although only one science lesson was taught during the inspection it is clear from an analysis of the pupils' work that they are making good progress and that their acquisition of skills and knowledge in all areas of the science curriculum accelerate as they move through the school. The curriculum is well organised and, particularly in Years 2 and 3, contains a good range of investigations to challenge the pupils.
58. The pupils in Year 1 can identify how they have changed since they were babies and can identify and sort materials by their magnetic or non-magnetic characteristic. In Year 2, the range and volume of work increases. The pupils are less dependent on worksheets for recording their observations and their work becomes increasingly detailed. They make predictions and the more able pupils begin to draw conclusions from their investigations, for example, when they had carried out an experiment related to reversible and irreversible change. There is a good level of challenge for all ability groups, but the teachers' expectations regarding the presentation of the work are insufficiently high. In Year 3, the increased level of challenge is evident, for example, in the pupils' work on rocks and soil. The lower attaining pupils make good gains in their use scientific vocabulary and the more able pupils record their observations independently in tables and charts. However, on occasions the standard of presentation slips to a level that is below what should be expected. Nevertheless, the pupils are achieving well overall and making good progress in their knowledge, skills and understanding of science
59. In the one lesson seen in Year 1, the pupils were learning that plants provide humans with food. Using a combination of pictures and dishes of fruit and vegetables the teacher engaged the pupils actively in discussion. She ensured that the few pupils who speak English as an additional language were fully included in the lesson and frequently sought their verbal contributions. The pupils recognised the vast majority of fruits and vegetables and were able to talk about why it is important that humans grow plants for food. They also know that these foods are good for them. In this lesson, the pupils with special needs, and specifically those with behavioural difficulties, were well managed and supported by the teaching assistant so that they also made progress in the lesson.
60. The marking of the pupils' work is good, particularly in Year 3 where the teacher makes useful comments that help the pupils to improve their work. The teacher often poses questions for the pupils with the expectation that they will respond in a manner that will improve their understanding. There are good records of what the pupils know and can do.

## **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

61. Standards in art and design continue to be above average. Since the last inspection, attainment in design and technology at the end of Years 2 and 3 has risen and now matches that in art and design. This is the result of good planning based on the national guidelines. The design element is strong in both curriculum areas. Sketchbooks are used well to plan designs not only for work in art, such as weaving and printing, but also for drawing the components of models in design and technology. For example, the pupils in Year 3 had trialled various designs to produce a

photograph frame with a stand. Having observed photographs of the work of contemporary sculptors they sketched out various designs preparatory to producing their own sculptures.

62. By the end of Year 2, the pupils produce imaginative models that include wind up mechanisms, drawing on their earlier experiences of wheels and axles. In their art lessons, they have used clay to make tiles printed with various implements. This work is built upon well in Year 3 where the pupils are encouraged to observe patterns in the environment and reproduce them using printing blocks and paint. At both key stages, the pupils experience a range of work based on fabrics. Their imaginative responses are very evident in their self-portraits made from padded fabric with wool, bead and button decorations.
63. By the end of Year 3, the pupils have had various opportunities to produce self-portraits. Their progress is very evident in the painted portraits they produce, having first trialled various skin and hair tones. The pupils are encouraged to look at the work of professional artists such as Jackson Pollock, Picasso, Miro and Van Gogh. In Years 1 and 2, they have reproduced Picasso's 'Child with Dove' and Van Gogh's 'Sunflowers', carefully observing form and colour. The pupils in Year 3 work well in groups as they investigate how pneumatic systems create movement. They display well-developed cutting and joining skills and are encouraged to evaluate and change their work. The older pupils have benefited from following a city sculpture trail that has enhanced their awareness of how man made objects interact with the natural environment. The pupils were excited by this experience which then formed the basis of a plan to create sculptures in their own school environment. This work includes opportunities to observe closely natural forms, such as shells and flowers, and to become more aware of line and tone.
64. The teaching of art and design and design and technology is of good, and sometimes excellent, quality. This is because the teachers plan interesting, challenging activities that enhance the pupils' imagination by encouraging them to explore new materials and media. Good social skills are promoted well as the pupils collaborate to produce larger pieces of design work. The pupils have also contributed well to community projects such as banners for local celebrations. At the end of one lesson, the older pupils' appreciation of their own designs and the problems involved in executing them was considerably enhanced as a result of very perceptive, open-ended questioning by the teacher. Work in art is well displayed and makes a good contribution to the pupils' aesthetic development. The pupils are now referring to the Internet to discover more information about the work of a range of famous artists and craftspeople.

## **GEOGRAPHY AND HISTORY**

65. Both subjects are taught through a series of linked topics. Due to the way they are timetabled, it was only possible to see one history lesson during the inspection. A scrutiny of the teachers' planning and the pupils' previous work supports the following judgements.
66. By the end of Years 2 and 3, the current standards in geography are broadly in line with those expected nationally. This matches the findings of the previous inspection. However, by the same stages, standards in history are above those expected nationally. This is an improvement since the last inspection. All groups of pupils make good progress in history and satisfactory progress in geography.
67. In geography, the pupils in Year 1 and 2 have studied their own immediate locality and contrasted it with others areas abroad. The Year 2 pupils have devised their own travel brochures to such places as Greece, Egypt and Malta. They have developed satisfactory

mapping skills and have plotted features of Wavendon on maps and plans in various scales. These pupils can locate Wavendon on a map of the British Isles and can name the continents on a world map. The Year 3 pupils have used an aerial photograph of the village and plotted both natural and man-made features on a village map. They have noted the similarities and differences between life in Wavendon and that on the Island of Struay and in villages in Mexico and India. By the end of Year 3, the majority of pupils have satisfactory mapping skills and a sound knowledge and understanding of a wider world.

68. The pupils' progress in history is better and standards are a little higher because they have more opportunity to record their thoughts and feelings about what they find out. In the one lesson seen, the teaching seen was good. The lesson was well planned and good use was made of resources to stimulate and interest the pupils. By the end of the lesson, the majority of the pupils had a clear understanding of differences between holidays at the seaside in the past and holidays now. Similar work on how household artefacts have changed over time is also helping the pupils to develop a good sense of chronology. Year 3 pupils have studied, in depth, life in ancient Greece and written at length about the houses, religious beliefs and myths and legends of that era. The pupils have also learned to write their own names in a Greek alphabet. In Year 2, the pupils have learned about great events such as the Great Fire of London, and famous people such as Florence Nightingale and Samuel Pepys. They know of and understand the reasons why the Remembrance Service is held each November.
69. There is no nominated coordinator for either subject, but the small staff all contribute to teaching and learning across the whole school. The current resources are adequate for both subjects and the progress of pupils is monitored informally.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

70. Standards in information and communication technology are in line with expectations and have been maintained since the last inspection. The resources have improved and the pupils now have access to up-to-date computers with Internet access and a good range of software. The coordinator has been very effective in planning and managing not only these improvements, but also the necessary staff development. Consequently, the pupils make appropriate use of these facilities to support their learning across the curriculum, but most significantly in literacy and numeracy.
71. The pupils use words and pictures well to communicate their ideas. In Year 1, for example, they operate the program 'My World' to create their own story sequences, and in Year 2 they write poems and create pictures by using a variety of tools such as stamp, fill and spray. The oldest pupils combine clip art and text to make a display about light and shadow in science. Similarly, the pupils in Year 1 develop their information handling skills to create pictograms to show how many children in the class have brown, blue, green or grey eyes. In Year 2, they use data they have collected as part of a travel survey and display their findings in pie charts and bar graphs. The pupils also have access to information from the Internet. For example, the pupils in Year 1 have seen the work of Andy Goldsworthy as part of their work on sculpture and in Year 3 the pupils prepared for a visit by the author Julia Jarman by using information from her website.
72. In the two lessons seen during the inspection, it was evident that the pupils' previous learning is being built on effectively. Working in pairs the pupils in Year 1 used instructions they had written earlier to guide their partner. This helped them to understand how instructions are sequenced. In Year 2, the pupils gave more complex instructions to a programmable toy to guide it to a location on a "Treasure Island". In both lessons, good planning which set out clearly what

the children would learn, effective support from teaching assistants and the teachers' good subject knowledge all helped the pupils to make good progress. In each case, the pupils responded well and showed an interest and enjoyment in the tasks they were set.

## **MUSIC**

73. The music curriculum is broad and well balanced to cover the three essential elements of listening, performance and composition. By the end of Years 2 and 3, standards are in line with what is expected. At times, the pupils sing with considerable enthusiasm, but this was not consistently the case in all lessons and in all periods of collective worship. A few pupils either did not participate fully or did not behave sensibly when singing from a well-known repertoire of songs. This rather disrupted the well-planned teaching as time was taken up in settling these pupils. However, the pupils are well aware of how to vary their singing from loud to soft. By the end of Year 2, they recognise and clap a variety of rhythms represented graphically on cards. A group of pupils in Year 2 successfully demonstrated their understanding of how different sounds can be used to create effects, such as that of falling rain. They cooperated well to play their own composition using untuned percussion instruments. The oldest pupils are making sound progress in putting together different elements of music such as voice and instruments to present a performance.
74. The teaching of music is of good quality. The specialist teacher has a good knowledge base and makes a very positive effort to engage all the pupils in a wide variety of activities. Standards would be more in line with the quality of the provision if a few pupils did not, on occasions, absorb valuable teaching and learning time by their unsatisfactory behaviour.

## **PHYSICAL EDUCATION**

75. During the course of the inspection two lessons were observed. However, no dance, games, gymnastic or athletic activities were seen so it is not possible to make an overall judgement about either the standards of the pupils' performance or the quality of the teaching. It is equally difficult to comment on the extent of improvement in standards since the last inspection, but what is clear is that the lack of attention and application by pupils noted in the last report were not evident in the two lessons observed.
76. At the time of the last inspection, the arrangements for use of the community hall, the playing field, the hard play area and a private swimming pool allowed the full physical education curriculum to be taught. This is no longer the case. Access to the community hall is now more limited and the surface of the playground is in poor condition making it difficult for the school to provide the pupils with a curriculum that develops their skills through the planned scheme of work. In dry weather, the large playing field is available, and football and ice hockey allows the older pupils participate in a range of physical activities. Nevertheless, the inadequacy of the school's own facilities makes it very difficult for it to provide a broad range of activities that meets the expectations of the National Curriculum in full.
77. In one lesson, the Year 2 pupils were beginning to develop the orienteering and problem-solving skills required by this activity. At the start, the teacher set out very clearly how the pupils were expected to work in order that they remained safe. She had prepared the lesson very thoroughly so that it built effectively on previous work, extended the pupils' use of the strategies that they needed to complete the course and allowed them to move rapidly into the activity once they had warmed up. Consequently, the pupils achieved well.

78. In the other lesson seen, the Year 3 pupils behaved well, and worked hard to extend their swimming skills. They were well taught and supported by a specialist teacher, the class teacher and a teaching assistant. As a result the good swimmers improved their strokes and the few pupils who are not yet able to swim unaided gained in confidence and improved their leg kick.
79. The co-ordinator has produced a scheme of work covering all aspects of the National Curriculum, but its full implementation is constrained by the inadequacy of the school's facilities. Some parents expressed concerns about the provision for physical education. The inspectors agree that the current arrangements are unsatisfactory and the school acknowledges the difficulties it faces.



## RELIGIOUS EDUCATION

80. By the end of Years 2 and 3, standards meet the expectations of the locally agreed syllabus. Most pupils show a satisfactory level of recall of stories from the Bible and are able to talk about elements of Judaism and can refer to celebrations in other world faiths.
81. Much of the work in key stage 1 provides a valuable basis for the pupils' personal development. They have a satisfactory recognition of the importance of the family and know that home is a special place. They understand that people form attachments to other people and to things that are important to them. By the end of Year 2, the pupils are able to compare elements of life in Jewish and Christian families. For instance, they begin to acquire a respect for the symbolic artefacts that are used in Jewish and Christian worship. They recognise festivals such as Hanukkah, Christmas, Easter, Ramadan, and Eid which believers treat as significant points of the year, and when they eat special food and practise particular observances.
82. The pupils are very familiar with St Mary's Church, attending it regularly for worship and using it as a resource for learning about Christianity. Their experience of visiting churches and recognising their significance in Christian communities is enhanced by joining with other schools in a celebration at the Ecumenical Church in Milton Keynes. The pupils in Year 3 have a satisfactory knowledge of mosques and synagogues and in the past have visited a Buddhist temple. Their knowledge of Buddhism has been helped by the availability of Indian clothing and by visitors who have helped with cooking sessions and talked about life and customs in India.
83. The teachers very conscientiously prepare for lessons using the local syllabus and national guidelines as resources. Story and pictorial resources are used well to provide the pupils with insight into the lives of people in various religious communities. Overall, however, worksheets are used too frequently to record work in religious education. The school recognises that with the advent of a revised local syllabus, it is time to produce a scheme of work that brings together the local and national guidelines in a more coherent form. Such a scheme could be used more profitably to plan a wider range of activities, such as role-play, and a broader range of ways for the pupils to record and present their work.