

# INSPECTION REPORT

## **HAYESWOOD FIRST SCHOOL**

Wimborne

LEA area: Dorset

Unique reference number: 113686

Headteacher: Mrs Louise Booth

Reporting inspector: Mr Peter Lewis  
21351

Dates of inspection: 3 – 6 February 2003

Inspection number: 247387

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:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Cutlers Place Colehill
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E-mail address:	office@hayeswood.dorset.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Bunting
Date of previous inspection:	26 – 29 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21351	Peter Lewis	Registered inspector	Mathematics Music Information and communication technology Design and technology Physical education	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements. English as an additional language
9769	Margaret Morrissey	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
31819	Shirley Duggins	Team inspector	Foundation Stage Science Art and design Religious education	
18283	Sandra Brown	Team inspector	English History Geography	How good are the curricular and other opportunities offered to pupils? Special educational needs Equal opportunities

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>13</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Hayeswood First School is smaller than most other schools with 150 pupils on roll, although this number is now rising rapidly. There are around the same number of boys and girls currently attending the school, almost all of whom are of white UK heritage. The school draws its pupils from a mixture of housing. The socio-economic status is slightly above the average. The proportion of pupils known to be eligible for free school meals is just under three per cent which is below the national average. There are no pupils for whom English is an additional language. The proportion of pupils identified as having special educational needs is just under 20 per cent, which is broadly in line with the national average, although the proportion with Statements of Special Educational Need is below the national average. Children start school with standards in all areas of learning that are broadly in line with nationally expected levels.

Since the last inspection, the school has been through a considerably unsettled period, during which parental confidence in the school eroded completely. There has been a high turnover of teachers, and both the headteacher and deputy headteacher have been appointed recently. These factors have contributed significantly to the challenges faced by the school. The school has now established a teaching staff that is working very well as a team, significant improvements have been made in both the quality of teaching and the standards that pupils attain, and the school now enjoys the well-deserved support of its parents.

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

Hayeswood First School is a good and rapidly improving school. The headteacher has a very clear understanding of the school's strengths and weaknesses, and her very good leadership has established a clear commitment to improvement that is focused upon teaching and learning, both of which are good across the school. A very good range of strategies is being developed to continue this improvement. The school provides good value for money.

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

- Taking into account their attainment on entry into reception, pupils make good progress through the reception classes and Key Stage 1 and 2 and attain standards in line with the national average in mathematics, and above in reading and writing, by the time they are seven.
- The headteacher and deputy headteacher's leadership and commitment have established a shared vision throughout the school and a senior management team that is skilled in evaluating strengths and weaknesses and in initiating strategies which are successful in securing improvement.
- The good quality of teaching ensures that pupils are enthusiastic about their learning.
- The headteacher and staff ensure that the school provides a caring and safe environment in which learning and pupils' academic and social development can flourish.
- The good quality of information provided for parents contributes significantly to the excellent views that they have of the school.

### **What could be improved**

- Although the school has developed a very good range of assessment information, this is not yet used consistently by all teachers and in all subjects.
- There are inconsistencies in the way in which teachers set targets to guide pupils' learning, and in the way in which these targets support learning across the curriculum.
- The school's use of its recently developed medium and short-term curriculum planning is not consistently effective in supporting all teachers in providing a full range of activities to support learning across the curriculum.
- Subject leaders do not yet use a sufficiently broad range of strategies for gathering information about the effectiveness of teaching and learning in their subjects.

*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 January 1998 and overall has made good improvement since then, as well as managing a high level of turnover in its teaching staff and the effects of an extended period of disruption to its leadership. Since the appointment of the headteacher, just over a year ago, and of a deputy headteacher in September, a number of successful initiatives have been put in place, which have already had a positive impact upon standards and provision within the school. Standards in writing and mathematics have improved, following a dip in last year's results. This is primarily due to the impact of the headteacher's rigorous monitoring of teaching and the introduction of target-setting in these areas, while standards in reading and science have continued to improve as a result of the earlier emphasis placed upon them. The roles of co-ordinators have been re-organised and clarified, allowing them to begin to evaluate the effectiveness in the subjects for which they are responsible, and further developments are planned to assist them in this role. New planning and assessment procedures are currently being developed as a matter of urgency in order to raise standards further. The quality of teaching overall is good, although there are variations across subjects and year groups that have been identified in the school's own monitoring. Appropriate plans have already been introduced to address this issue through training and mentorship.

The headteacher has worked hard with the support of the newly-appointed deputy, senior managers and the governing body to review the school development plan and to set appropriate priorities for the longer term. These have begun to have a positive effect and the school is very well placed to improve further.

## STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	C	C	B	C
Writing	C	B	C	D
Mathematics	C	C	C	E

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

Children start school with levels of attainment that are in line with expectations for their age. The work of the reception classes is having a significant effect in preparing children for the work they will do from Year 1. These children are given a good start to their education and, by the time they enter Year 1, attain standards that are above expectation in all areas of learning.

Although standards taken over the past five years are slightly below the national trend, current standards in Year 2 are now around the national average in mathematics, with a significant proportion of pupils achieving at an above average level in their computational skills. In English and science, standards are above average. This represents an improvement in all subjects since the national test results recorded in the table above. This can be explained by the increased emphasis placed upon teaching and learning in English, and by the consistently good quality of teaching in Years 1 and 2. This has also made a positive contribution to the improvements in standards in science. Standards in all other subjects are around those expected except in art and religious education, where they are above. At the end of Year 4, pupils attain standards that are above expectation in art, and standards that are in line with expectations in English, mathematics and science, and in all other subjects where it was possible to make a judgement.

At Key Stage 1, test and assessment results for 2002 indicated that standards in reading were above the national average, while standards in writing and mathematics were in line with the average. Standards fell when compared with those attained by similar schools to average in reading, below average in writing and well below average in mathematics. The school readily acknowledges that these results are not high enough and is committed to raising standards. That this is being achieved is shown in the standards seen in the inspection, which were above the expected level. This improvement is largely as a result of the good quality of teaching at this key stage which, itself, has resulted from the school's focus on improving teaching and learning throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and readily involve themselves in lessons and in the activities that are organised.
Behaviour, in and out of classrooms	Good. Pupils are eager to learn and work and play sensibly together.
Personal development and relationships	Good. All staff in the school are committed to supporting the personal development of pupils. Relationships are developed very well.
Attendance	Very good. Attendance is well above the national average and is promoted well by the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
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.*

More than three quarters of the lessons seen were good, very good, or excellent which reflects the emphasis that the school has placed upon improving the quality of teaching and learning. Good teaching makes a positive contribution to the improving standards achieved, and to pupils' positive attitudes to their learning. There is no teaching that is less than satisfactory. Teaching in the reception classes is consistently good, and this is also the case at Key Stage 1. Overall, the skills of literacy and numeracy are taught well, particularly at Key Stage 1 and at the start of Key Stage 2, and the teaching of science is good. There are, however, some variations within this.

Strengths of the good and very good teaching include exceptional pace to lessons which fully engages all pupils, the high expectations of what pupils can achieve that are linked to detailed planning which meets their individual learning. Teachers' planning for and use of learning support assistants are well considered and make a positive contribution to pupils' learning, especially those with special educational needs. The successful management of pupils is a strong feature of much of the teaching.

Where teaching is satisfactory, rather than good, there are occasions when activities do not fully match the planned learning for all pupils. While the school's use of assessment is developing rapidly, it recognises that the use that teachers make of assessment information is inconsistent and, in order to raise standards further, plans to establish the use of assessment in all subjects and across the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum in the reception classes and at Key Stages 1 and 2 is appropriately broad and interesting. There is good provision for clubs and sporting activities.
Provision for pupils with special educational needs	Good. Individual education plans are in place for pupils although the targets set in them are sometimes too wide. Plans have been drawn up to address this.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Provision is very good for moral and social development and good for spiritual and cultural development.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. Effective procedures for monitoring academic performance are being put in place but teachers do not make consistent use of the information that is available. The school has made a good start in addressing these shortcomings.

Overall, the school's partnership with parents is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership provided by the headteacher, very well supported by her deputy, provides a clear vision of how the school needs to develop to meet the needs of pupils. Much has been achieved in a short space of time in accurately identifying the strengths and weaknesses of the school and in introducing systems to improve provision and the standards attained by pupils. There is a very good commitment to improvement that is shared by all staff.
How well the governors fulfil their responsibilities	Good. The governing body is effectively led. Governors have an appropriate understanding of what the school is doing well and of areas that could be improved, and are well organised to develop their roles further.
The school's evaluation of its performance	Very good. The school makes detailed evaluations of its performance that are well reflected in its recently-updated development planning.
The strategic use of resources	Good. There are good procedures to ensure that grants are appropriately used and that spending is linked to the school's long-term needs. There is a clear understanding of the principles of best value.

The match of teachers and support staff to the needs of the pupils is satisfactory. Accommodation is spacious and is very well maintained by the caretaker. There are adequate learning resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school.</li><li>• The progress made.</li><li>• Standards of behaviour.</li><li>• The quality of teaching.</li><li>• The school's expectations.</li><li>• The way the school is led.</li><li>• The support the school gives to pupils.</li></ul>	<ul style="list-style-type: none"><li>• There were a small number of parents who felt that a greater range of extra-curricular activities should be provided.</li></ul>

In response to 148 questionnaires sent out, 97 were returned. The inspection team confirms the positive views expressed by the majority of parents who responded, and recognises that there is a good range of extra-curricular provision. At a meeting held by the registered inspector, 35 parents were present. The views that they expressed about the school were consistently positive.

## **PART B: COMMENTARY**

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

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

1. Most of the children in the reception classes have benefited from experience in a nursery or playgroup before joining the school. In the reception classes, children progress well and, by the time they enter Year 1, are well prepared for the demands of the National Curriculum. Pupils enter the reception class with levels of basic skills which are about the same as those typically found amongst children of this age. Currently they make good progress and the majority are likely to achieve above the Early Learning Goals for children at this stage of education by the time they enter Year 1. This progress is as a result of the consistently good teaching and support that they receive from teachers who have been in the school for only a short time and is shown by the school's own analyses to be an improvement on the progress that was made by reception children through some of the period since the last inspection.
2. The school's results in 2002 at the end of Key Stage 1 were above average in reading, and average in writing and mathematics when compared with those in schools nationally. Teacher assessments in science were very high in relation to the national average, although the proportion of pupils attaining the higher Level 3 was broadly in line with the national average. When compared with those in similar schools, however, results dipped to average in reading, below average in writing, and well below average in mathematics. While standards in reading are continuing to rise, the school recognises that these results indicate lower than expected attainment in writing and mathematics, and a reduction from the trend of improvement that has continued from a low point in 1999. As a result, a high priority has been placed on improving standards in writing and mathematics during the current year. The school now has a stable and skilled staffing team and, more importantly, a management structure that is effective in raising standards of teaching and learning. These features have already had a positive impact upon standards and have the potential to raise them further.
3. Currently, standards in reading at the end of Key Stage 1 are above average while, at the end of Year 4 they are average. Although this represents an apparent decline between Key Stages 1 and 2, pupils in the current Year 4 have been in the school through the entire period of disruption since the last inspection and are now making progress that is at least satisfactory and, when compared with previous years, is good. Reading is well supported at both key stages, and standards have benefited from the emphasis the school has placed on this area. Throughout the school, standards in speaking and listening are above those expected. In their writing, pupils enjoy the range of experience that their work covers, and make satisfactory progress overall. Pupils make good progress in their writing where expectations are high, and this is particularly the case in relation to the quality of their handwriting. Clear plans are already in place to improve standards in writing. The school's provision in English has benefited from the introduction of clear schemes of work to support teaching in all subjects, allied to the emphasis that the school has placed upon improving teaching and learning, and the systems that have now been put in place to support less experienced members of staff.
4. In mathematics, standards are average at the end of both Key Stage 1 and Year 4, which represents satisfactory improvement since the last inspection, and considerable

improvement in relation to the standards attained in the year following the inspection. The progress made reflects that seen in English, being predominantly good in Years 1, 2 and 3, and satisfactory in Year 4, in relation to the pupils' prior attainment. The school has rightly identified mathematics as a priority in its current development planning, and the work done to improve pupils' ability in using mathematics in a range of different situations, has already had a positive impact.

5. Standards in science are now above expectations at the end of Key Stage 1 and in line with those expected at the end of Year 4. This is an improvement on the most recent teacher assessments, in relation to the prior attainment of these pupils and from the last inspection report, although the school recognises that still more could be achieved, particularly in the standards that are achieved by older, more able pupils in Key stage 2. In order to achieve this, an increased emphasis is being placed upon developing pupils' skills in using their knowledge and skills in scientific enquiry.
6. In information and communication technology (ICT), standards are broadly in line with those expected nationally at the end of Key Stage 1 and in Year 4. This satisfactory improvement since the last inspection is largely a result of the training the teachers have received, and the way in which the recent introduction of a suite of networked computers has provided pupils with enhanced and more effective access to this technology. The use that is made of ICT skills across the curriculum is well planned, and developing. This is already having a positive impact on the standards attained in other subjects.
7. Standards in all other subjects where it was possible to make a judgement are in line with those expected nationally, except in religious education at Year 2, and in art, where they are above. It was not possible to make a judgement in relation to standards in music and geography.
8. Pupils identified as having special educational needs make good progress overall, particularly in improving their skills in speech, language and literacy. In literacy lessons pupils with special educational needs make similar progress to other pupils. This is also the case for pupils who are gifted and talented who are correctly identified by their teachers and provided with appropriate work. They are properly catered for in ways that allow them to make good progress in Key Stage 1 and progress that, overall, is satisfactory in Key Stage 2. The requirements of the national Code of Practice are fully understood and implemented. Since the last inspection, provision for special educational needs has continued to develop positively. Individual education plans are in place, which are reviewed termly. Targets are focused on literacy, speech and language issues. Most are specifically matched to the identified concerns, but others are too broad to be satisfactorily reached within the time set.

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

9. The school is successful in achieving its aim to provide a happy, caring community where pupils are valued and encouraged to achieve. The school ethos encourages a spirit of co-operation and mutual respect in which everyone's contribution is valued. Parents' views that all children are praised for good behaviour and effort are correct; this approach is raising pupils' self-esteem and encouraging them to become enthusiastic learners. All are happy to come to school, are developing an interest in their education and building very good working relationships between teachers and other pupils.

10. Pupils have good attitudes to learning and are positive and keen to fulfil their role in the school community. From reception class onwards they are confident to express opinions and work hard to follow instructions in a polite and sensible manner. They are polite and articulate when dealing with visitors in school and during the inspection were keen to help whenever possible.
11. Pupils' behaviour in lessons and around the school is good. The good quality of behaviour allows lessons to be taught in an industrious and positive atmosphere. Teachers are consistent in the use of the school's rewards and sanctions. These methods, together with good teaching and respect, inspire pupils to work to the best of their ability. This is an improvement.
12. Relationships across the school are very good; pupils have confidence in their teachers and are secure in the knowledge that their needs will be met with kindness, care and understanding.
13. Attendance is well above the national average. Pupils arrive punctually at school; this allows the school day to begin on time in a calm atmosphere that prepares pupils well for the day ahead. There have been no exclusions in the last year or in the history of the school.
14. All pupils, to an appropriate degree dictated by their age, have good opportunities to develop personal skills through their life in the school. This increases by Years 3 and 4 and there are school council representatives working for all pupils; a good example of their success is to achieve the change to school uniform in line with suggestions made by pupils. Work has recently begun to encourage pupils' development in independent learning skills. Changes in the Foundation Stage are already effectively working through "planning doing and reviewing", where the children are actively involved in choosing their activities, undertaking them, and describing what they have learned as well as what they have done. Children enthusiastically choose the areas they are going to work in and generally follow their plan.

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

15. The quality of teaching throughout the school is good overall. From the Foundation Stage to Year 4, just over three quarters of lessons are good or better, including an unusually high proportion of nearly a third which are very good or excellent. There is no unsatisfactory teaching. This shows a considerable improvement on the quality of teaching seen in the last inspection, and is having a very positive impact upon the standards achieved by pupils and the rate at which they learn.
16. Teaching in the Foundation Stage is consistently good. Teachers work successfully together in the same area, each having a focus group for specific teaching at any one time. They are very well organised and planned, making full use of the available facilities and adults to encourage children's effective learning. Teachers have established a good balance between structured learning activities and opportunities for children to make their own choices. Teaching is good or better in all areas of learning, being guided by clear purpose and knowledge of children's needs and abilities. There are very clear links between activities the teachers plan and what they want the children to learn. Explanations are careful and well paced, and teachers share their time well

with all children. Established and very effective assessment procedures ensure that lesson preparation is specifically and accurately matched to children's needs. All adults participate in assessment of children, and specific strengths and problems are noted and used effectively to plan the next step in learning. Very clear recording systems are carefully analysed and enable teachers to quickly identify the rate of progress for individual children, to which they react accordingly. Teachers know the children extremely well and are very sensitive to their needs and abilities. Children with special educational needs have full support from all the staff to help them make the expected progress.

17. The quality of the teaching of literacy is good overall. Teachers generally make good use of the framework of the National Literacy Strategy for their lessons in linking the range of strategies that are to be used clearly to the objectives that are set. A key characteristic of the very good and excellent lessons is the rigorous quality of questioning and discussion which promotes high levels of interest and concentration. In these lessons, pupils become fully aware of the knowledge and skills they have gained since the beginning of the lesson. The school rightly plans to support staff in making this a feature of all lessons. In contrast, in the minority of lessons that are satisfactory, learning objectives are insufficiently linked to planned activities and, as a result, both less able and more able attaining pupils achieve at a slower rate than they ought. Most teachers work well with support assistants, who are well prepared and make a valuable contribution to pupils' good progress.
18. Teaching in mathematics is good overall. In Years 2 and 3 it is consistently good or better. In Year 3 it is generally excellent. The best lessons have a clear purpose and run at a very good pace, capturing and holding pupils' attention. Activities are closely associated with the objectives that are set in planning, and this is supported by teachers' good subject knowledge. Pupils are challenged in their mathematical thinking by, for example, having to make use of previously learned skills and knowledge in their work. Most teachers have a good knowledge of mathematics, which is never less than secure. They deliver the National Numeracy Strategy well and their planning is generally of a good quality. There is evidence of some variation between classes in the levels of challenge offered to pupils, particularly those in Year 4. The school recognises the need for teachers to share good practice in planning and, where appropriate, to plan together.
19. The provision for pupils with special educational needs is good overall. The links between the co-ordinator of special educational needs and class teachers, regarding the provision and targeting of support, are consistent and secure, and as a result this is an integral part of the curriculum for these pupils. The support given by classroom assistants is of high quality and enables pupils to experience a full range of school activities. The school has very experienced support staff for pupils with special educational needs, who are well informed, skilled and effective. They work closely with teachers and provide good assistance, particularly when supporting literacy and numeracy. This makes a positive contribution to pupils' learning.
20. In the best lessons, teachers show good subject knowledge which they pass on with enthusiasm to their pupils. Lesson objectives are clear and, in the best examples, set exceptionally high expectations of what will be achieved, clearly communicated so that pupils and teacher share the target for the lesson. Lesson plans generally take in the needs of all pupils and the planned use of learning-support assistants.

21. Target setting has been recently introduced in English and mathematics, but the school recognises that there remain inconsistencies in the way that it is applied and monitored by individual teachers. Similarly, the quality of teachers' marking is inconsistent. While there are examples of good marking which guides pupils forward in their learning, there are other examples where work is simply ticked or not marked at all. The school has developed very good use of nationally available and local-authority data, and is in the process of introducing an appropriate range of assessment procedures at class level. As a result, although teachers know their pupils well, the school cannot be assured that teachers' planning always fully takes into account individual pupil's learning needs. Homework is used effectively to consolidate pupils' learning.

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

22. The school provides a broad curriculum that meets statutory requirements and which meets the requirements of the locally agreed syllabus for religious education. The community makes a good contribution to the curriculum and there is good provision for pupils' personal development. This matches the judgement of the last inspection although there have been improvements in the balance between subjects. The curriculum is enriched by the involvement of outside visitors, by the visits which pupils make, and by the range of extra-curricular activities that are available to pupils.
23. The curriculum in the reception classes is very well planned to include a stimulating range of activities that are well matched to the requirements of the Foundation Stage curriculum. Good use is made of the information gained from baseline assessments to form a curriculum that is well matched to the children's needs and, as a result, the activities that are planned promote the required areas of learning well.
24. Strategies for the teaching of numeracy skills are effective and those for teaching literacy skills are fully implemented and have contributed to the overall improvement in standards. Target setting for individual pupils is generally based well on their needs, although the opportunities to strengthen pupils' literacy skills in other subjects through tracking of these targets are inconsistent. This is particularly the case in the development of pupils' handwriting. Targets are shared with pupils and their parents, who work together with teachers to raise achievement and increase progress in literacy.
25. Pupils with special educational needs are properly catered for in ways that allow them to make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. The requirements of the national Code of Practice are fully understood and implemented. Since the last inspection, provision for special educational needs has continued to develop positively. Individual education plans are in place, which are reviewed termly. Targets are focused on literacy, speech and language issues. Most are specifically matched to the identified concerns, but others are too broad to be satisfactorily reached within the time set. Although there are no pupils for whom English is an additional language, systems are in place for contact to be made with the local education authority to ensure effective assessment and appropriate action if necessary.
26. The school ensures that all pupils have equal access to the curriculum. Uneven numbers in year groups and the school's rapid expansion have meant that it has devised

a two-year programme to ensure adequate coverage and continuity which ensures that pupils' experience develops well as they move through the school.

27. The provision for pupils' personal development is good. They are all encouraged to be fully involved in the classroom and in play activities. Pupils participate in games, singing and assemblies, and are given opportunities to participate in activities where they are required to make a positive contribution.
28. Provision for pupils' spiritual development is good and is woven into many aspects of school life. In assemblies pupils reflect on the meaning of life, and the ethos of the school underpins the importance of teamwork, with the headteacher and deputy providing an example of just how important it is. Assemblies create an atmosphere that encourages spiritual awareness. They provide good opportunities to reflect on their own lives and those of others. Teachers encourage pupils to reflect on the wonders of life. This is reflected throughout the school and also through the poetry displayed in classrooms.
29. Very good provision is made for pupils' moral education. The school equips them with a set of moral values that encourage them to be both discerning and self-regulating in their behaviour. All staff are well led by the example of the headteacher. They set good examples in the respect and support they show for one another. Pupils are polite and helpful to visitors and keen to share their work and achievements. The regular opportunity for them to discuss their feelings and other issues that are important to them through the provision of 'circle time' is an important aspect of the school's provision for their moral development.
30. Very good opportunities are provided for pupils to develop socially and to increase their understanding of living in a community. Boys and girls play happily together and pupils with special educational needs are well integrated into the school community. Group work in lessons is well planned to give pupils good opportunities to share information, work collaboratively and support each other. Social issues are addressed and positively reinforced through assemblies and specific discussion with teachers at the beginning of sessions and are further reinforced by the consistency of school routines and the high expectations that they reflect. The school council is well run and its formation is a good lesson in democracy and citizenship.
31. The provision for cultural development is good. A good range of posters, artefacts and books reflects a wide range of cultures, including those of which pupils have no direct experience. Cultural diversity is celebrated in lessons, especially in literacy, art and music. There is good provision for pupils to celebrate national heritage and culture through visits and participation in local and national events. Assembly themes are drawn from different cultures and all major religious celebrations are recognised.

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

32. The school cares very well for the health, safety, and personal welfare of all pupils. Appropriate emphasis is given by teachers and all the staff to providing an establishment where pupils' personal development is a priority and is supported by a healthy and safe environment.

33. Pastoral care is provided by the class teachers and supported by the headteacher. Pupils are well known to all staff as individuals. Children are well supported and prepared for entry into the school; again, as they leave to continue their education in middle school, personal care is good. A very important feature of the school's work in the area of personal development is the very positive role models provided by all the adults, both teaching and support staff, within the school.
34. Child-protection procedures are good. The school has an agreed policy that is well known to the staff. The designated officer has good working relationships with all relevant support agencies and overall this provides good protection for all pupils.
35. Health and safety provision is very good, monitored by the headteacher and the governors' premises committee for the governing body. The school has a comprehensive health and safety policy that fully meets statutory requirements. Risk assessment is up to date and all equipment is well maintained with recorded checks. During the inspection no health-and-safety concerns were noted to be a danger to pupils. There are clear notices to support procedures for fire evacuation; fire drills are taken regularly and logged.
36. First-aid provision is very good; training is up to date, and current first-aid certificates are held by a designated officer and other staff. Pupils understand who will help them and how this will happen. All serious accidents and head injuries are reported to parents and recorded.
37. The school promotes healthy and safe living through a programme for personal, social and health education, in circle time and across the curriculum. There are good relationships with a range of outside agencies to secure pupils' welfare.
38. Procedures for monitoring and promoting behaviour are very good and have a positive impact upon the attitudes and behaviour of all pupils. Similarly, the school also has very good procedures in place to eliminate bullying and other forms of oppressive behaviour. The school's code of behaviour is understood and effectively and consistently used by teachers. There are clear systems for rewarding good behaviour and sanctioning unacceptable behaviour in lessons and during play and lunchtime sessions. As a result, pupils understand the expectations for good behaviour and this helps create an environment in which lessons can progress with no interruption.
39. Procedures for monitoring attendance are very good and well known to staff. Registers are correctly and systematically marked and monitored for absence and punctuality. Attendance is well above the national average and there is no unauthorised absence.
40. The school's procedures for assessing pupils' attainment and progress are satisfactory although their introduction and development have been adversely affected by the disruption to the school's management and its teaching staff. Developments that have taken place recently have already begun to have a positive impact on standards, particularly at Key Stage 1, and mean that the school is very well placed to move forward. Very good strategic use is made of comparative data for English, mathematics, and science in identifying areas of strength and weakness in the school's provision, and in planning for improvement. This is seen clearly in the identification of the need to improve pupils' abilities in applying their skills in number to problem-solving activities. More recently, the school has begun to make appropriate use of detailed attainment

information in setting targets for reading, writing, and mathematics that are reviewed regularly.

41. Assessment information is compiled and used very effectively in the reception classes. The information enables teachers to adapt their planning to children's success in the range of activities that are undertaken, and to keep a very close track of attainment and the progress that is being made. Teachers' planning, particularly in English, mathematics and ICT, sometimes reflects the information that is gained from assessment but the school recognises that practice is inconsistent and further development is planned to ensure that the available information is used consistently. Where target-setting is used well, it is beginning to help pupils to understand the small steps that must be taken in order to make improvement. Until recently, teachers had received little guidance on the use of assessment information. The school is now trialling and evaluating systems for assessing specific activities in reading and writing, and plans are in place to introduce assessment in mathematics, and across other subjects.
42. The school's procedures for assessing pupils with special educational needs are satisfactory. Statements and reviews for pupils at each stage of the Code of Practice are up to date and well kept.

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

43. Parents have a very high opinion of the school and in many areas feel it is now excellent. They appreciate the exceptionally hard work of the headteacher to re-establish a genuine partnership and in particular her ability to be sensitive to pupils' special emotional needs, always making their happiness a priority, which in turn inspires them and enables them to learn. They rightly feel that academic and personal support are equally provided, and that self-esteem is high.
44. The quality and quantity of information provided for parents are good. Through a range of methods, including the school prospectus, school policies, parents' evenings, newsletters and full end-of-year reports there is clear communication between home and school. All prospective parents receive good information before the pupils' entry; this helps pupils settle quickly into the school community. Parents returning the questionnaire felt that they could be slightly better informed of pupils' work and progress: this has already been identified by the school after a parents' survey and it is now reviewing the basic information notes that describe the curriculum, and sending parents a yearly overview of topics to be covered.
45. The effectiveness of the school's links with parents and the impact of their involvement on the school are very good. The school works hard to involve parents and in return they respond very well. A number of parents give classroom support and home support by listening to their children read. They also help their children with topic work, especially using the Internet to research information. Work continues to forge closer links between home and school. Parental attendance at meetings and any school event is extremely high and the school greatly appreciates the contribution it makes to their children's learning. All these features have a positive impact upon the standards attained by pupils.

46. The Hayeswood School Association is an active and very hard working body; it organises a wide range of fund-raising and social events which include both parents and pupils. It was instrumental in providing funds for the school library and supported the school's jubilee celebrations. It has also provided a range of other equipment and resources including music stands and makes a yearly commitment to funding new books.

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

47. The leadership and management of the school are very good. Following an extended period of uncertainty before the appointment of the present headteacher, during which the school was well led by two acting headteachers brought in by the local education authority, much has been achieved in a very short time. The headteacher has established a very clear vision of what is required for the school to develop further and, together with the active support of the newly-appointed deputy, their very good leadership has created an enthusiastic team that is clearly committed to high standards and improvement. This is an improvement since the last inspection, and is reflected in the degree to which the school now enjoys the whole-hearted support of its parents which, shortly after the last inspection, had eroded dramatically.
48. The roles of co-ordinators have been established since the last inspection and, as a result, they have begun to identify strengths and weaknesses and to plan for action in their subjects. Further developments; for example, in evaluating pupils' work, talking with pupils, and monitoring targets, have been identified which have the potential to strengthen further their role in monitoring standards in the subjects for which they are responsible. Curriculum planning has been reviewed, and schemes of work prepared and introduced across the curriculum. The school has made very good use of assessment information in identifying the effectiveness of its provision for groups of pupils and subjects. This has been used very well to set priorities within the school's development plan; for example, target-setting has been introduced in English and mathematics. These features have already made a positive impact upon standards. The introduction of monitoring, to ascertain the overall quality of teaching and its effect upon pupils' learning has already achieved success in improving provision, with the result that the quality of teaching is now good overall, with a significant proportion that is very good and excellent. The school readily acknowledges that further refinement of these initiatives is required. Subject co-ordinators have begun to evaluate the effectiveness of their subjects, and to use this information to identify improvement. Plans are being put in place to extend the range of information that they use in order to make their evaluations more precise. In a similar way, the school recognises that the use teachers make of assessment information in their lesson planning requires further development to ensure accuracy and consistency and to assist co-ordinators to track pupils' progression within and across subjects.
49. The school development plan has been updated as a result of the reviews of provision and results that have been undertaken since the headteacher's appointment in September 2001. She has undertaken a full range of reviews of the quality of teaching and learning. These have been used very well in identifying areas for further development as well as in informing a review of teaching and management roles within the school-based upon a good use of staff expertise. Planning for development is clearly linked to those elements where improvement is required, such as assessment,

which enables a good quality of monitoring to take place to identify the impact of individual changes and training. The school development plan is now an effective working document in which staff and governors are fully involved.

50. Systems for managing special educational needs are well established, resulting in consistent structures through the school. The headteacher is the co-ordinator for special educational needs and she ensures that needs are clearly identified and supported through appropriate individual education plans. Support from outside agencies is available and funds have been devolved to the school to buy back services. Outreach teams visit weekly to support a small number of identified pupils, but liaison between the school and the agency is limited and regular updates of pupils' progress through programmes have not been available. As a result, the school has difficulty monitoring this aspect of individual education plans, but has already begun to address this issue. There is a nominated governor who liaises well with the headteacher to ensure the best possible provision for special educational needs.
51. The governing body has developed its role well to play an effective part in school development and in establishing a strategic vision. Governors have an appropriate understanding of the school's strengths and weaknesses and are fully involved in the construction of the school development plan and in a review of its impact. The chair of governors provides very clear leadership of the governing body and his supportive, professional relationship with the headteacher has established a good link between the day-to-day working of the school and the governing body. Statutory requirements are fully met.
52. The finance committee receives regular budget profiles from the school's finance officer so that spending is closely monitored and compared with identified priorities. The last auditor's report found no irregularities in the financial controls within the school and the few recommendations made have been implemented. Specific funds are used for their intended purpose. The headteacher has a good understanding of the principles of best value and, as a result, is ensuring that they are applied well throughout the school. She has worked to ensure that the effect of budget decisions is assessed against the impact they have on raising standards within the school. Tenders are received from a range of contractors when building or maintenance work is required and the local schools evaluate the efficiency and effectiveness of a wide range of providers that provide goods and services for the school, and share this information.
53. The school is located on a secure site on two levels. The buildings are on the upper level along with the small playground; the main playground and field are on the lower level. The site is ringed with a new security fence and secured gate, and is attractive and very well kept. The school makes appropriate provision to ensure the safety of Foundation Stage children in their designated play area.
54. At present, accommodation is generous; the six teaching rooms are light and airy and allow the curriculum to be fully taught. Adaptations to these areas have been well considered and planned to enhance the opportunities for pupils. The separation of the classrooms for Years 1 and 2 is a good example of this. Taking into account the impact of the current rapid growth in pupil numbers, accommodation will still be good. There is good provision for disabled access, and plans are in place to provide a disabled lavatory. The provision for computers is very good and used well. A spacious open-plan library, provides very good access for all pupils and allows a good range of activities to take

place; including whole-class teaching, and group and individual work. The flexibility that this provides is well used by teachers and support staff, and has a positive impact upon pupils' learning.

55. Resources are generally good but these have had to be built up over a short period of time. Resources for most curriculum areas have previously been acquired with little thought about their impact, and the school has sensibly decided to plan a rolling programme for their replacement, matched to school development plan priorities. Subject resources, particularly for mathematics and humanities, are barely adequate; but this has been identified in the school improvement plan.

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

56. In order to improve the quality of education, the governing body, headteacher and staff should:

a) raise standards still further in all subjects by:

- implementing the planned schemes for assessing pupils' attainment; (Paragraphs 21, 41, 48, 94, 100, 104, 110, 117, 124, 129 & 139)
- using the information that the school is assembling about individual pupil's attainment to set individual targets; (paragraphs 17, 21, 25, 41 & 81)
- reviewing pupils' progress towards these targets regularly and taking appropriate action to address identified weaknesses; (paragraphs 28 & 41)
- ensuring that marking is used consistently to help pupils understand what they do well and what they need to do to improve. (paragraphs 21, 94 & 98)

b) improve the ability of subject leaders to evaluate standards and effectiveness in their subjects by:

- establishing and agreeing the range of information that subject co-ordinators will use so that they are able to make use of a clear view of standards in their subjects, and of features that promote or hamper those standards, in planning for improvement. (paragraphs 48, 100, 110 & 117)

***All of the above issues have already been identified in the school's own development planning.***

57. In addition to the key issues above, the following less important areas should be considered for inclusion in the action plan:
- ensure that the targets set by external agencies, and the school's subsequent required action are clearly understood and agreed.

## 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	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	18	9	0	0	0
Percentage	8	23	46	23	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)	n/a	150
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	24

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	n/a
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.4

#### 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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	14	14	28

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	14	13	13
	Total	28	26	26
Percentage of pupils at NC level 2 or above	School	100 (79)	93 (79)	93 (95)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	12	13	14
	Total	25	26	28
Percentage of pupils at NC level 2 or above	School	89 (89)	93 (74)	100 (84)
	National	85 (85)	89 (89)	89 (89)

*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>
72	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
22	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 – Y4**

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	22.7
Average class size	25

#### **Education support staff: YR – Y4**

Total number of education support staff	6
Total aggregate hours worked per week	135

*FTE means full-time equivalent.*

### ***Financial information***

<b>Financial year</b>	<b>2001 – 2002</b>
	£
Total income	337,876
Total expenditure	322,765
Expenditure per pupil	2,782
Balance brought forward from previous year	35,320
Balance carried forward to next year	15,111

**Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate 65.5%**

Number of questionnaires sent out	148
Number of questionnaires returned	97

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	4	0	0
My child is making good progress in school.	52	42	5	0	1
Behaviour in the school is good.	62	34	1	1	2
My child gets the right amount of work to do at home.	51	41	5	1	2
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	57	37	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
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.	59	37	4	0	0
The school is well led and managed.	75	21	2	0	2
The school is helping my child become mature and responsible.	63	35	1	0	1
The school provides an interesting range of activities outside lessons.	48	35	8	1	7

## **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**

58. Provision in the reception classes is consistently good and is a strength of the school. Children begin school in the September of the school year when they will be five years old and attend on a part-time basis for the first term. Attainment on entry to the reception classes is generally in line with that expected for children of this age. Each child has a 'home base' and teacher. They move between activities in the reception class area where each teacher has a teaching focus. The vast majority of children attends a local nursery or playgroup and the weekly afternoon Tadpole club, held in the reception class area for children before they start school. The school has a professional relationship with the pre-school groups and through the Tadpole club the transition of children into school is smooth and special. The school has successfully maintained the standards found in the last inspection and improved on the standards achieved in physical development. Children in both reception classes make good progress in their learning as a result of the very good quality of provision made. The quality of teaching has improved considerably, following a dip during the period since the last inspection, and is now consistently of a high standard. Teachers and support staff work very closely as a team.

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

59. The established procedure of children attending the Tadpole club, an afternoon a week during the year prior to entry, ensures that they enter the reception classes with a good measure of confidence. They make very good progress and almost all exceed the expectations of the learning goals by the end of their foundation year. Children are well behaved and polite and have good awareness of simple class rules, which they obey readily. They are happy and secure in their environment, know the established routines, choose learning activities independently and help to tidy away efficiently. The vast majority of children have good listening skills and the ability to concentrate on the tasks they are set.
60. The focus of the teaching helps children to become more independent and self-reliant with a good range of planned activities that encourages them to make decisions for themselves and take the initiative in some situations. This is most evident in children's role-play activities where they decide who will be particular characters. Members of staff work very well together and provide good role models for children, treating each other and the children with respect and courtesy. The perceptive use of praise and encouragement gives the children a positive feeling and pride in their achievements. They are learning to play and work together. Most children interact well with others involved in the same activity, share resources, take turns and support each other well.

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

61. Children attain good standards in language and literacy, speaking and listening and attain above the expected level in the Early Learning Goals. Throughout the day there are good opportunities to develop these skills. Teachers and other adults effectively use opportunities to enter into conversation with children about their work and play.

successfully reinforcing new vocabulary and developing children's communication skills. There is a well-planned focus on the development of knowledge and understanding of the features of a book. Most children can identify the title, cover, print and pictures. They are familiar with the terms 'author' and 'illustrator' and most recognise simple punctuation and key words. Children are increasingly confident in developing their reading skills as a result of teachers using opportunities for them to predict outcomes and use the sense of a sentence to predict unfamiliar words. Through well-planned guided reading sessions, most children recognise the main characters of the reading scheme. They enjoy books and handle them with care.

62. Teaching is planned well to introduce children to the significance of letter sounds. This is evident in the progress they quickly make from initial mark-making to attempts at letter writing within their emergent writing. Children can write their name on their own or by copying. The more able children produce clear, well-formed letters and are beginning to write simple sentences independently. They are strongly encouraged to use their knowledge of letter sounds to support their writing and spelling.

### **Mathematical development**

63. The majority of children attain standards above those expected in their mathematical skills, knowledge and understanding by the time they enter Year 1. The vast majority is secure in their understanding and recognition of numbers to ten. All count to ten and many can count to 20. A significant minority can count to 20 and beyond and makes very good progress towards recognising numbers to 20. Good interaction between teachers and children successfully reinforces mathematical language such as 'the number before' and 'the number after'. Most children make good progress in understanding the concept of 'one more than' a specific number and the most able are developing the ability to find out 'how many more are needed to make' and explain how they arrive at their answer. Counting songs and number rhymes successfully support the development of number sequencing and understanding.
64. Well-planned play in their wet and sand areas encourages children to develop practical methods of learning about volume and measurements. They are familiar with the terms 'big' and 'small', 'more' and 'less', and 'full' and 'empty'. Stimulating activities successfully capture the interest of the children and quality interaction from adults effectively takes learning forward. Children recognise common shapes such as circles, squares, triangles and rectangles and record the results of ordering them according to size.

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

65. Children have good levels of knowledge and understanding of the world around them and attain standards above those expected by the time they join Year 1. A good sense of time is developed through children's progress in knowing the daily routine. The daily routine of considering the class calendar, its day and date and reinforcement of the month, the season and weather, successfully develop children's awareness of change and passing of time. Teachers carefully prepare exploratory activities that successfully capture children's interest. During the inspection, children showed wonder and excitement when salt began to melt a frozen hand shape. They are developing their understanding that ice is frozen water and can return to its original state when melted.

66. Children are confident to use the computer to support their learning. They use the computer mouse with a good degree of accuracy to move the cursor, click and move an object across the screen. From scrutiny of earlier work it is evident that a good range of experiences successfully develops children's knowledge and understanding of the world. For example, through use of the school environment children are aware of different leaf shapes and colours and, sort them accordingly. They are familiar with Mhendi hand patterns and the festival of Divali. Children are beginning to know about their own cultures and beliefs through the school's Christmas celebrations.

### **Physical development**

67. Physical development has improved since the last inspection, and children attain above the expected level in this area of learning. The outdoor area is spacious and mostly well fenced. Children have access to the slope leading down to the main playground. They are well aware of the boundaries and are well supervised to ensure that they make no attempt to cross to this area. The use of the outdoor area and school hall ensures that children have daily opportunities for physical development. Outdoor equipment available allows children to demonstrate confident and well-controlled pedalling skills. They use space wisely with good regard for others. Large movable toys are of sufficient variety to encourage children to make choices, share and play with others to develop the full range of physical movements, including climbing. In the hall, children respond quickly to instructions and have a good awareness of safety. They show confidence and good body control in a range of movements on and off the apparatus. Children are inventive in their ways of moving over or under apparatus and are keen to demonstrate their ability.
68. Fine motor skills are developed well through a wide range of activities. Children show good dexterity when they use scissors, paint, draw and write with chalk, crayons, pens and pencils. Pertinent use of praise and encouragement results in positive efforts and improvements.

### **Creative development**

69. There are good activities to develop children's confidence and skills and by the time they leave the reception class the majority will be above expectations in the musical and artistic aspects of creative development. Children respond well to a collective class painting based on the "Water Lilies" by Monet, where their creative use of colour, sponge and brush painting successfully fits together to make a very large and effective interpretation of the work. Children use paints and other media and materials confidently, expressing themselves with pictures, abstracts and pattern work. Good opportunities are available for them to model in three-dimensions using a good range of materials.
70. Children are confident in their music-making. They can name a range of percussion instruments and are very familiar with the sounds they produce. They make informed choices about which instrument would be best to illustrate a particular sound such as light rain, heavy rain or a rumble of thunder. Good questioning and clear explanations lead to children making effective sounds to interpret parts of a story. They listen attentively and make good progress in responding to teachers' hand signals to play loudly or quietly. Teachers make good use of all opportunities, such as tidying away, to reinforce children's recognition of instruments.

71. **Points for development:**

- Effectively secure the outdoor area as planned by the school.

## ENGLISH

72. At Key Stage 1 pupils achieve well and by the end of Year 2 standards of attainment are above the national averages. This reflects the significant improvements in teaching in the reception classes which, in the last year, has raised the attainment of children entering Year 1. In Key Stage 2 achievement is satisfactory overall. However, it is good in Year 3. By the age of nine when they leave the school, attainment is in line with national expectations overall.
73. Attainment in speaking and listening exceeds the national expectation by the end of Key Stage 1 and by the time the pupils leave the school. Pupils of all abilities make good progress and demonstrate careful listening and respond with accurate observations and descriptions. They enthusiastically take part in whole-class discussions, as in Year 2 when talking about characteristics of Jamil and his multi-coloured cat. Pupils express their ideas clearly and use an increasingly wide vocabulary. In Key Stage 2, pupils continue to listen carefully and can demonstrate through their spoken responses an understanding of the main teaching points of literacy lessons. They are capable of adapting their discussions to the purpose at hand; for instance, when considering bias and persuasive language in a debate about Sparta and Athens. Pupils with special educational needs are given planned sessions to develop speaking and listening skills. The support they have from the teachers and assistants makes a valuable contribution to their progress.
74. Attainment in reading is good at the end of Key Stage 1 and average in Key Stage 2. At the end of Key Stage 1, pupils of all abilities are using the sounds of letters to identify unfamiliar words. More able seven year olds are attempting complex stories and can read a variety of texts accurately and fluently. They will read non-fiction books to acquire information; for instance, related to their topic on 'Toys'. They know how to use index and contents pages and most are confident in doing so.
75. By the time they leave school at the age of nine, most pupils read a range of texts confidently, and with good expression. Pupils refer to significant elements of texts when explaining what they are about. Higher attaining pupils are developing the use of deduction, and are beginning to use inference in their reading and to understand the author's meaning beyond the literal. Below average pupils read simple texts accurately and most understand the important ideas and events in the books they have read and can relate a synopsis of a story.
76. Pupils, including those with special educational needs and the more able, make good progress overall in reading and achieve appropriately for their ages and abilities.
77. Attainment in writing is in line with the national average at the end of Key Stage 1 and by the age of nine when pupils leave the school it is in line with national expectations. Year 2 pupils write in a range of styles, including stories, letters and poetry. At the age of seven, the highest attaining pupils write well-constructed narrative, in one case a girl wrote graphically about the Great Fire of London, choosing words well for dramatic

effect. More typically pupils know the conventions of letter writing, write convincing instructions and retell stories accurately, observing some conventions of spelling and punctuation. Their writing is legible, but uneven. The lower attainers manage a few words, often supported by adult script, but their handwriting is immature. By the age of nine, most pupils' writing shows imagination and the use of wider vocabulary to convey feelings or moods. The best writing demonstrates interesting ideas and drafting. In some cases technical weaknesses make even the best story average in overall quality. Many other pupils have interesting ideas that are limited by unsatisfactory skills. Although their handwriting is legible, it is not always cursive and the use of capital letters at the beginning of sentences and full stops at the end is insecure. The spelling of common words such as 'said' and 'February' is inaccurate. The writing of the less able pupils is often brief and, although ideas are in sequence, it does not show a secure grasp of narrative structure.

78. Pupils' books show the handwriting of younger pupils becoming more controlled and punctuation becoming more established. The more able pupils organise their work into more complex sentences with full stops and capitals used appropriately. Pupils in the upper part of the school make satisfactory progress over time. The most able improve their sentence structure and extend their choice of words. The work of others becomes more organised and its legibility improves.
79. Handwriting and presentation of work are unsatisfactory. A cursive style is not used consistently across the school and many pupils do not write fluently or quickly. This is not preparing them to meet increased demands for writing in the coming years. Expectations that the good handwriting seen in some handwriting books will be seen in all the writing the pupils do, are not realised. In some classes, pupils take great care with the presentation of their work and are clearly proud of their achievements. This is because teachers in these classes have consistently high expectations of them, and is an area that the school is working to apply to all pupils' work.
80. Pupils with special educational needs make at least satisfactory progress in the different aspects of English and sometimes their progress is good when challenging work is set for them. Classroom assistants give good support to special educational needs pupils in class discussions and ensure that they develop confidence in expressing their ideas and improve their spoken and written vocabulary. Use of the Additional Literacy Support sessions enable below average pupils to make sound progress in achieving basic skills in reading and writing.
81. In Key Stage 1 teaching is consistently good and occasionally excellent whilst in Key Stage 2 it is very good in Year 3 and satisfactory in Year 4. Teachers' short-term planning is detailed and useful. In the best lessons, objectives clarify the range of strategies to be used. When this is not the case pupils have tasks that are not well matched to their abilities. A particular strength of literacy lessons is the whole-class start to the session. Similarly, in the best lessons teachers' use of questions is a strength. A range of open, complex questions elicits thoughtful responses and helps move pupils' learning on. Teachers make good use of methods and resources; for example, giving a description of a mythical monster on a white board and enlarging text for pupils to highlight grammatical points.
82. In most lessons pupils' enthusiasm and enjoyment are evident. The exception is in Year 4 where a very small number of boys grow restless and do not apply themselves as well

as their peers. Teachers' expectations of behaviour are high and the vast majority of pupils responds well with good behaviour and positive attitudes to their work. There are inconsistencies in the quality of work that pupils are given during the independent and group sessions. In the very good and excellent lessons, teachers promoted learning by focusing on one group whilst other groups worked independently. Where teaching was not so effective the task did not match the abilities of the pupils so they completed their work quickly without suitable extension tasks.

83. Some teachers are effective at helping pupils make connections across the subjects of the curriculum and this enables them to use their literacy skills to support their work. In a Year 3 history lesson, for instance, some good examples were seen where very good teaching placed strong emphasis on sharing with pupils what was required and how this linked with what pupils had learned before. These pupils were actively involved in the learning opportunities they were given. They were very clear about what was expected from them and as a result they settled quickly to their work.
84. Leadership of the subject is good. The National Literacy Strategy has been fully implemented. Pupils' performance is analysed and areas identified for improvement. However, the leadership of the subject is underdeveloped in terms of monitoring. Although the subject co-ordinator oversees planning, there is little opportunity to build on the good practice in place and to ensure consistency through systematic lesson observations. As a consequence, those parts of literacy lessons which are having least impact are not being kept under review.
85. The subject has maintained the position described in the last inspection report. The National Literacy Strategy is now well established. This has had a good impact on teachers' subject knowledge and delivery of lessons. This is reflected in the quality of learning in pupils' reading and speaking and listening. The school is well placed to build on these strengths and to improve the quality of pupils' writing across the curriculum.
86. **Points for development:**
- Apply the targets that are set for pupils' writing, and particularly their handwriting, to their work in other subjects of the curriculum;
  - Develop and consistently use the effective assessment procedures already in the school, including marking, to assure that work planned is clearly based on pupils' prior achievement and matched to their individual needs;

## **MATHEMATICS**

87. Standards in Year 2 are around national expectations, with a large minority of pupils attaining above expectations in their knowledge and understanding of numbers. Although this represents a decline in the standards for Year 2 that were reported in the last inspection report, since that time the school has passed through a very turbulent period, and standards have improved considerably from the low point that was reached in 1999. There are several factors that account for this improvement. The appointment of a new deputy headteacher, who is also a mathematics specialist, has enabled action to be taken in relation to identified weaknesses in the subject, the school's good strategic use of assessment information has clarified those aspects of mathematics where improvement has been required, and the whole-school focus upon improving the

quality of teaching and learning has been effective as is shown by the consistently high standard of teaching, particularly in Years 2 and 3.

88. At Key Stage 1, pupils develop a secure grasp of place value and a good mental recall of number bonds to ten, and often to 20. This is developed through regular practice at school and at home. Around half of pupils are confident in their understanding and use of numbers up to 100. Most can identify odd and even numbers. Higher attaining pupils tackle simple problems using money up to and beyond one pound, and most can measure using centimetres and metres. Lower attaining pupils find difficulty with simple addition and subtraction. Most pupils are beginning to use mathematical terms such as “estimation” appropriately when they guess the weight of common objects. Most pupils are operating at least at a basic level in their work with shapes and most can, with some prompting, name the common two-dimensional shapes. Higher attaining pupils can name both two-dimensional and three-dimensional shapes.
89. At Key Stage 2, pupils develop well quick mental recall and understanding of the number system. As at Key Stage 1, there is frequent and, in many lessons, challenging practice and the majority develop a good recall of multiplication facts to ten multiplied by ten. By Year 4, most pupils are attaining standards that are in line with national expectations and some are exceeding them. Most pupils have a sound understanding of number and place value to 1000. They enjoy the challenge of mental mathematics problems and are successfully tackling the addition and subtraction of two-digit numbers up to and beyond 100. Their exercise books show that they are successfully tackling addition and subtraction of three-digit numbers. They show a satisfactory understanding of simple sequences of numbers and the majority are able to make general statements about the patterns they discover in sequences given by the teacher. They demonstrate their understanding by developing sequences of their own, some of which are more challenging than the examples given. Most are working well with proper and improper fractions and can work out equivalents. They are able to name the common two-dimensional and three-dimensional shapes and are using metric units competently in a range of contexts. Most know the function of bar charts and line graphs to order and communicate information.
90. At both Key Stages 1 and 2 there is a comparative weakness in pupils’ understanding of the ways in which they can use their factual knowledge of mathematical operations in solving different problems. The school has recognised this as a key issue in pupils’ development and has emphasised it in its development planning. That this is already effective was demonstrated in an excellent Year 3 lesson in which pupils had to price the ingredients for a range of party foods to create different menus. Most were able to decide which number operation to use and, with appropriate support, were able to describe what they were trying to find out and how they were going to set about it.
91. The teaching of mathematics is good overall, and ranges from satisfactory to excellent. No unsatisfactory teaching was observed during the inspection. The management of pupils’ behaviour is a strength and this leads to lessons that are purposeful and in which little time is lost in dealing with inappropriate behaviour. All teachers have a secure knowledge of mathematics, which enables all pupils, including those with special educational needs, to make at least satisfactory progress in their learning. In the majority of lessons, teachers’ clear knowledge of the subject and their pupils enables rapid gains to be made. The National Numeracy Strategy is implemented well and teachers’ planning is mostly good. There is evidence of some variation in the levels of

challenge offered to older pupils and, in recognition of this, teachers have begun to share good practice in planning and, where appropriate, to plan together. Teachers carefully introduce the terminology associated with numeracy and this prepares pupils well to follow concepts as they unfold in lessons. This is a positive contribution to the development of pupils' literacy skills, particularly of listening and speaking. In the majority of lessons, teachers effectively identify the needs of pupils and provide work that is appropriate for the wide range of ability they have in each class. Although there remains some variation in the quality of the range of work offered, most teachers provide work that accurately matches pupils' ability. Teachers are well supported by classroom assistants who have a good knowledge of the pupils and also the expertise to help them make progress.

92. Lessons normally begin with very clear introductions that share the lesson objectives with the pupils. This gives them a sense of responsibility for their own learning. In the best teaching, in Years 2 and 3, introductions prepare for and lead well into the main activities which feature a good range of activities that are closely targeted towards the planned objectives for the lesson. Pupils respond well to the challenge of mental mathematics and enjoy what is often an entertaining and competitive approach to number work. The level of challenge is high. This engages pupils' interest and concentration and, as a result, learning is rapid. Activities are well prepared and crisply introduced and this means that no time is lost. Pupils with special educational needs are well supported and make good progress overall. They are fully included in classroom activities.
93. The school has begun to make good use of opportunities to reinforce numeracy in the other subjects of the curriculum; for example, in design and technology where there are many opportunities to measure and produce drawings to scale. The use of information technology to reinforce and extend pupils' knowledge and understanding is sound and plans are in place to develop this aspect further through, for example, opportunities to reinforce number skills through programmes which present problems at pupils' levels of attainment.
94. The subject is very well managed by the newly appointed deputy headteacher, whose very good subject knowledge and teaching provide a valuable model for all staff. Planning is now monitored, and pupils' work is sampled to check its match with teachers' planning and as a mechanism to track assessment. Assessment of pupils' knowledge, skills and understanding is developing through the introduction of termly assessments of objectives, but its use is, as yet, inconsistent; for example, marking sometimes fails to give pupils a clear idea of what they need to do to improve their work. A very good action plan has been developed, well linked to the school's development plan, which focuses upon improving teachers' knowledge of how well their pupils are performing and their ability to set consistently appropriate targets.

## **SCIENCE**

95. Since the last inspection results in science have been maintained, with some improvement in Year 3. Inspection evidence shows that the standards of seven year old's remain above expectations in scientific enquiry and knowledge and understanding. Work seen from pupils in Year 4 is broadly meeting expectations in scientific knowledge and understanding, although their skills of scientific enquiry are less well developed.

Whilst pupils carry out scientific investigations the teacher tends to over-direct, not giving the more able pupils sufficient opportunities to work independently. However, there is evidence that standards are improving in the work seen in Year 3 where pupils are developing their skills of devising fair tests and measuring and recording results independently and are beginning to explain their findings.

96. Pupils in Year 1 make good progress, with most pupils showing a good understanding of the relationship between pushing and speed. All pupils can describe stopping and changing direction in terms of pushing. The work of six and seven year olds on physical processes is planned to ensure good progress in their scientific enquiry and knowledge and understanding. Pupils are well challenged according to their ability. They put forward their own ideas to find the answer to a question, recognising and explaining why a test must be fair. They make relevant observations and use their mathematical skills to measure and record data to show how far a toy car travels on a range of different surfaces. They are beginning to consider evidence in order to reach conclusions. Pupils demonstrate interest in their science work. Collaborative work in Year 3 results in effective planning of investigations into why materials are suitable for making objects because of their properties. Pupils start by coming to corporate group decisions, select appropriate equipment and devise a way to record test data. They effectively develop the notion of a fair test through practical experience. Year 4 pupils understand the difference between liquids and solids. They are able to separate a mixture of solids using given equipment.
97. Science contributes satisfactorily to developing literacy skills. For example, most pupils can record data about the topic they are studying and Year 3 pupils use reference material to find and select information. Pupils' speaking and listening skills are good overall and new vocabulary is being developed consistently. Mathematical skills are seen in the use of measurement and graphs. However, links with ICT to support pupils' work in science are only just being developed and have yet to make an impact in the subject for most pupils. In Year 3 they are more developed, with pupils able to complete information on data cards, interpret a database on plants and use computer software to research plants. Pupils with special educational needs are assisted well by teachers and support staff and make good progress in lessons.
98. Teaching is good overall. The vast majority of teachers plan very detailed and relevant programmes of work that give pupils an interesting range of practical activities through which they develop their ideas and increase their knowledge and understanding according to their abilities. Good questions successfully encourage thoughtful and extended answers from pupils. In some classes marking is used well to highlight the strengths and weaknesses in a pupil's work. This and assessment are used effectively to set targets for individual pupils to extend their knowledge and understanding and to build systematically on what they have undertaken. However, assessment and its use are not consistent throughout the school. Where teaching is only satisfactory the learning focus for a specific lesson is not sufficiently clear to the teacher or pupils. This potentially affects the teachers' ability to evaluate the progress that pupils have made and use this assessment to plan future work, particularly for the most able pupils.
99. The co-ordinator has recently taken over the management of the subject and is in the early stages of developing an understanding of expectations of standards within each year group. Teachers' plans are checked, but outcomes not monitored to ensure provision. Monitoring the standards of pupils' work across the age range is in its infancy.

There is liaison with the middle school, to discuss expected coverage of the statutory requirements. Science has not been a focus on the school improvement plan, so little time has been available for the co-ordinator to develop her role within the school. Resources are adequate and teachers make good use of the school environment to support science studies.

100. **Points for development:**

- Develop and consistently use the effective assessment procedures already in the school, including marking, to assure that work planned is clearly based on pupils' prior achievement and matched to their individual needs.
- Develop the role of the co-ordinator in obtaining and using a full range of information about standards and provision in science in order to provide a knowledgeable and positive lead in the school.
- Through this monitoring, ensure that teachers use clear, specific learning objectives to focus the learning of groups within lessons.

## **ART AND DESIGN**

101. Only one lesson was observed during the inspection. A scrutiny of pupils' work and displays around the school indicates that pupils' learning and progress over time are above those found in most first schools. The school has successfully maintained the good standards found in the last inspection.
102. Art is used well to support work in other curriculum areas. For example, Year 3 and Year 4 successfully follow the process of stencilling and printing to create cloths for special books considered in religious education. They use the Internet to explore Islamic patterns before creating individual computer-generated samples of geometric art. Group collage work is used effectively to record the plagues of Egypt in Year 1 and Year 2 following a study of stories from the Old Testament. By the age of seven, pupils show confidence in their exploration of line in art, using a range of media. Good use is made of computers to develop pupils' understanding of line by creating pictures in the style of Mondrian illustrating lines of various widths and the ability to use the fill tool. Beneficial use is made of sketchbooks to develop pupils' own ideas as a basis for effective finished pictures in the style of Picasso. Year 3 pupils demonstrate good manipulative skills in their clay work of Greek busts, drinking vessels and plates. The display is enhanced by detailed illustrations and scratch-and-wax work. By Year 4, pupils demonstrate confidence in their own creativity. For example, individual symmetrical snowflake collages show innovative designs, and creative and very effective use of a wide range of materials. Pastel winter scenes illustrate a growing understanding of landscape in art. Horizons are varied and good use is made of blending to illustrate a range of hues in the sky.
103. Pupils are involved in competitions outside school in which they have been very successful. For example, the school was very successful with its entry for Dorset art and crafts of banners with fabric paints and appliqué depicting the Creation. For two years they have been winners of the Teachers' Building Society award. Art clubs are available for pupils after school to further develop their skills.
104. The co-ordinator provides an enthusiastic and knowledgeable lead and is undertaking a thorough review of the school's curriculum and planning, and an audit of pupils' work.

As found in the last inspection, there is an exemplification portfolio that gives samples of pupils' work throughout the school, but there is no formal assessment. The school is aware of this need and has highlighted assessment as a priority in the school improvement plan.

105. **Points for development:**

- Monitoring of provision throughout the school to assure coverage of the planned curriculum requirements.
- Develop a purposeful assessment system to guide teaching and learning.

## **DESIGN AND TECHNOLOGY**

106. Because of timetabling restrictions, it was only possible to observe two lessons in design and technology during the inspection. Nevertheless it is clear from discussion with teachers and pupils, and from an analysis of work on display and pupils' books that standards for all pupils, including those with special educational needs, are around national expectations. Standards have been maintained in the subject since the last inspection.
107. Pupils use an appropriate range of materials in their work. They draw plans for what they intend to construct and these are evaluated more carefully as pupils move through the school. Pupils in Key Stage 1 achieve satisfactory standards when they research and then make winding mechanisms to illustrate well-known children's stories. In Year 1, they successfully use simple techniques of joining to make their models and are enthusiastic in describing what they want to achieve and the challenges they have overcome. Two pupils making similar models illustrating the story of Hickory Dickory Dock, for example, described the ways in which they had prevented the mouse getting stuck as it passed the clock face, showing a good understanding of how their winding mechanisms worked. By Year 2, pupils successfully complete a similar task using a wider range of materials, including wood. Their skills in joining different materials have developed, as has the accuracy that they bring to drawing, cutting and assembling. The designs that are produced by older pupils indicate clearly what they want to achieve and how this might be brought about.
108. Pupils at Key Stage 2 make good use of initial planning and subsequent evaluation in making different money containers. They produce a good range of solutions to the identified problems of safe storage and access, and evaluate their work appropriately. Their skills of cutting, measuring and drawing have developed appropriately so that, by Year 4, they are able to assemble their products readily.
109. In the lessons seen at Key Stage 1 pupils' enthusiasm was engaged well through the links that were made with nursery rhymes. Resources were well prepared, and the advice given to pupils was well informed and drew well on their own experience and understanding.
110. The subject co-ordinator has an appropriate understanding of the subject and has begun to review planning and samples of pupils' work. This has the potential to provide valuable information about standards in the subject and how they might be improved. For example, teachers' plans are checked, but outcomes are not monitored to ensure that objectives are fully met. Similarly, monitoring the standards of pupils' work across

the age range is in its infancy. There is an effective scheme of work for the subject, although the school recognises the need for more detailed guidance on assessment which, at present, is informal and based predominantly upon teachers' general understanding of pupils' abilities rather than their attainment. The co-ordinator has begun to make use of her own evaluation of pupils' work to assess the progress that has been made following the completion of each topic.

**111. Points for development:**

- Ensure that a full range of information is used in evaluating the effectiveness of the subject and identifying areas for improvement
- Develop a suitable assessment procedure to support teaching and learning and raise pupils' standards.

### **Geography and History**

112. No teaching of geography took place during the inspection because of the cyclical nature of the school's planning and the evidence in the work sample was very small. Because of this, it was not possible to make judgements on standards or teaching in the subject. All other remarks apply to both subjects unless specifically stated to the contrary.
113. Opportunities to observe history being taught during the inspection were limited to one lesson in Key Stage 1 and two lessons in Key Stage 2. Additional evidence was obtained from pupils' past and present work, teachers' planning, the scheme of work and displays around the school. The evidence shows that standards of work by the end of Key Stage 1 and by Year 4 are in line with expectations, and that achievement and learning are sound. Standards have been maintained since the last inspection.
114. Pupils in Year 1 build on previous knowledge to sequence objects and events. They are developing a sound sense of personal chronology. They can discuss and compare toys from the 1930's and 1950's with those of the present day. Pupils in Year 2 produce a time line which highlights famous events such as the Great Fire of London. They have an understanding of primary and secondary sources and how these can be used to discover the past. Pupils sequence objects, thus consolidating their sense of chronology. They are encouraged to demonstrate reasoning and to use appropriate vocabulary. They use common phrases relating to the passage of time; for example, 'before', 'after', and 'long ago'. Pupils in Years 3 and 4 have a sound knowledge of ancient Greece. They know about the city-states, myths and legends and the origin of the Olympic Games. There is a good emphasis on geographical skills and map work as well as on the historical skills of enquiry. In both key stages, work shows clear learning and sound progress since the beginning of the academic year.
115. Pupils enjoy history, are well motivated and keen to achieve success, which helps them in contributing well to discussions and respecting the views of others. They generally work well independently and co-operate well in small groups.
116. Teaching is satisfactory overall, and sometimes good in Key Stage 2. Teachers' stimulating displays clearly capture the interest of pupils. They often begin their lessons with good introductions and pupils are good listeners and are well focused for the session. In a Key Stage 2 lesson, pupils had the opportunity of undertaking investigative work but pupils of all abilities do the same work which prevents the more able pupils

from achieving their personal best. The level of writing skills tends to lower the attainment of all groups of pupils.

117. The subject is managed ably by the subject leader who has a good knowledge of history and the requirements of the curriculum. The curriculum map and planning have been discussed by all staff to ensure continuous learning for all pupils. However, the policy is still in the draft stage. The scheme of work ensures continuity, but assessment is informal and therefore cannot ensure that planning matches the different attainments of pupils. At present, the use made of monitoring of the quality of teaching and learning and the use of information technology are underdeveloped. The school has recognised these issues and appropriate plans are in place which have the potential to secure improvement.
118. **Points for development:**
- Ensure that a full range of information is used in evaluating the effectiveness of the subject and identifying areas for improvement.
  - Develop a suitable assessment procedure to support teaching and learning and raise pupils' standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

119. Standards at the end of Key Stage 1 and Year 4 are broadly in line with those expected nationally. Resources for ICT have been improved considerably since the last inspection and, as a result, the school's ability to exploit the full potential of computers as a support for learning across the curriculum has also developed well. This has resulted in many pupils making good progress throughout the school in their basic skills, and the use of ICT to support learning across the curriculum is well developed. Pupils with special educational needs are supported well by learning-support assistants and as a result make progress that is in line with that made by their peers.
120. By the end of year 2, pupils are able to perform all the necessary operations, locating and opening files, copying and pasting work, checking their spelling, and saving and printing work in different styles. Most understand how a series of instructions can be used in controlling electronic devices; a group of Year 2 pupils, for example, planned the route that a programmable toy would need to take to move around a series of obstacles. Pupils show good understanding of the benefits of ICT and how it is changing the world. They also identify the problems the users of technology are most likely to encounter and many pupils are able to give informed accounts of how they have tackled and learnt to overcome such problems. Good access to the computer suite and the increased focus on ICT in the curriculum are leading to improvements in standards.
121. By Year 4, most pupils are attaining at the expected level, with higher attaining pupils achieving above this. The good range of previous work available within the school shows that pupils use word-processing programs well in, for example, creating newspaper articles, and recording their findings from Internet-based research. A good example of this was seen in a Year 3 lesson in which pupils were using a history web site to discover and record information about ancient Athens and Sparta. The majority were able to move within the site readily to find the information that they needed, and made good use of this in answering prepared questions.

122. The quality of teaching is good at both key stages. Teachers use the computer suite well to develop ICT knowledge and skills and to support learning in other subjects. They encourage pupils to work together, sharing expertise and make good use of evaluations of the progress made by individual pupils. Pupils are well managed and teachers encourage active participation in the computer suite with pupils working in small groups. In the lessons observed, teachers' preparation was good and well linked to the outcomes required. In a Year 3 lesson, the class was divided into two groups to enable pairs of pupils to work at the computers. The teacher and learning-support assistant worked very well in supporting the range of activities that was taking place, thus enabling pupils to be fully engaged in their work. Teachers capitalise well on pupils' interest in the subject. They actively encourage pupils to share experiences and knowledge of applications and programs, allowing pupils to share knowledge they have acquired in using programs and applications at home. Pupils are enthusiastic and, as a result, work together and support each other very well leading to good rates of learning in the subject.
123. Leadership and management of the subject are good. The co-ordinator has a very clear understanding of standards in ICT, and of the steps necessary to build on the progress made. She has managed well the establishment and development of the computer suite and the network systems now in place. Planning is well supported by a scheme of work, and good use is made of nationally recommended planning which is now being extended by the co-ordinator. The introduction of assessment sheets is planned in the near future which will enable monitoring to evaluate the impact of planning and teaching to a greater extent than is currently possible. All staff have now completed the national training, which has had a positive impact on their confidence, and on pupils' learning.
124. **Points for development:**
- Ensure that a full range of information is used in evaluating the effectiveness of the subject and identifying areas for improvement.
  - Implement the planned assessment procedure to support teaching and learning.

## MUSIC

125. Insufficient lessons were seen during the inspection to make a reliable judgement on the standards pupils achieve or the quality of teaching in music.
126. In assemblies, pupils throughout the school sing hymns tunefully demonstrating a good sense of the length of notes and meaning of the words. By Year 3, pupils use suitable musical vocabulary to identify important things to remember when singing, such as rhythm and pitch. They sing with clear diction and most are able to change pitch with an appropriate degree of accuracy. Pupils make good progress in fitting in words to a fast rhythm and demonstrate their ability to sing in tune with expression and perform with rhythm over a range of notes. They effectively evaluate their performance and give sound suggestions for improvements.
127. Pupils participate enthusiastically in musical activities and listen appreciatively to music of famous composers at the beginning and end of assemblies. Some pupils are provided with instrumental tuition for flutes and violins, paid for by parents. Many Year 3 and Year 4 pupils learn to play the recorder during lunch breaks. They participate with interest and make good progress in reading music and producing accurate notes. From

time to time opportunities are planned for pupils to perform together, either as a school; for example, at Christmas and Easter, or within the network of local schools. These experiences have a positive impact upon the attainment of pupils taking part.

128. The co-ordinator for this subject is at present on long-term sick leave. However, the school has devised a clear plan of action in order to improve teaching and learning throughout the school.
129. **Points for development:**
- Effectively implement the scheme of work throughout the school to assure the development of pupils' skills, knowledge and understanding.
  - Develop a suitable assessment procedure to support teaching and learning and raise pupils' standards.

## PHYSICAL EDUCATION

130. By the age of seven, at the end of Key Stage 1, and by Year 4, pupils achieve standards that meet expectations for their age. Pupils with special educational needs play a full part in lessons and achieve appropriately in relation to their prior attainment. During the inspection, lessons were observed only in gymnastics. Pupils are taught swimming when they are in Years 3 and 4.
131. By the end of Year 2 pupils know the importance of regular exercise to keep fit and healthy. They know why lessons begin with a 'warm up', and they use this well in preparing for their lessons. In most lessons, pupils understand the importance of the teachers' 'stop' command, and they use space well and considerately, reflecting the importance placed by the school on health and safety. Pupils perform a range of balances and put this together appropriately to create simple sequences both on the floor and using the apparatus. They control their bodies effectively and are imaginative in the balances they create and in the ways in which they move from one balance to another. By Year 4, pupils' use of space has improved so that they can avoid each other while, for example, practising different sequences of movement. They move with assurance and many show a good understanding of pace and direction by varying these in their work. Older pupils show an appropriate knowledge of the rules of different games and apply this effectively in, for example, their football games at playtime.
132. Teaching, in the lessons seen, was satisfactory and made an effective contribution to pupils' progress. Lessons begin with a warm up which, in these lessons, was effective in allowing a good range of different parts of the body to be exercised appropriately. In lessons where apparatus is being used, the practice of putting all available apparatus out took too much time in relation to the contribution that was made to the planned objectives for these lessons. Teachers make sure that pupils know what they are going to learn, as well as what they are going to do which has a positive effect on pupils' readiness to take part in the lessons. Appropriate advice is given during lessons when teachers move around the hall supporting individuals or groups in improving skills or techniques. Pupils are used effectively to 'model' good work, and sufficient time is allowed for pupils to practise what they have seen in order to improve their own work.
133. There have been sound improvements in the curriculum since the previous inspection. The good quality of co-ordination in the subject has appropriately targeted training and

development needs. The co-ordinator is preparing a scheme of work that has the potential to help teachers to increase their expertise and confidence. She has a good level of awareness of standards through the school as a result of her teaching commitment at Key Stages 1 and 2 during the Autumn term. She has used this well in evaluating the subject and in developing an effective action plan.

134. **Points for development:**

- Ensure that, when apparatus is used it is effective in developing the skills that have been identified in planning.

## **RELIGIOUS EDUCATION**

135. Two lessons were observed during the inspection, in Year 1 and Year 3. From these, along with scrutiny of pupils' work, teachers' plans and by talking to pupils it is clear that the school meets the requirements of the locally agreed syllabus. Pupils make good progress and by Year 2 standards are above expectations. This is an improvement since the last inspection. Overall, older pupils make sound progress and Year 4 maintains standards in line with expectations, as the last inspection.
136. Year 1 pupils show great interest in their study of the Jewish celebration of Pesach. They have a clear understanding of the symbolic use of the Sedar plate. They have clear recall of stories from the Old Testament such as Moses, the plagues and the Israelites exodus from Egypt and are beginning to understand how important events form the basis of celebration and tradition. Year 2 pupils are familiar with Hannukah, the Jewish Festival of light. They write clear explanations of the Menorah and make comparisons with the Christian celebration of Christingle. Year 3 pupils have a sound understanding of the values of generosity, truth, friendship and love. They value people that are special to them, illustrated in their thoughtful writings. They have appropriate knowledge and understanding about the Bible as the special book of the Christians and that it contains Old and New Testaments. They know that Matthew, John and Luke were friends of Jesus and willingly share thoughts on what defines good Christian behaviour. By Year 4 pupils are familiar with the features of Islamic writing, the Qur'an and Hajh, the special journey for Muslims.
137. Teaching was good in both lessons observed. Teachers demonstrate good knowledge and understanding of the topics successfully capturing pupils' interest and developing positive attitudes to learning. Lessons are well planned and prepared, quality questions successfully focus pupils' minds, activities are interesting and plenary sessions are effective in reinforcing the learning objective. Good use is made of comparing festivals, beliefs and values of major world religions for pupils to identify similarities and differences that enable them to develop a clearer understanding. Through positive discussions pupils are eager to share thoughts and experiences, ask questions and share concepts. Information and communication technology is used effectively in Years 3 and 4 to support this subject.
138. Resources, as highlighted in the previous inspection report, remain to be developed but an appropriate system is in place that enables resources to be borrowed. The school uses visits from people of other religions to enhance curriculum provision and these make a positive contribution to the development of pupils' knowledge and understanding. Following the success of a visitor from the Islamic faith, the school is

developing opportunities of this kind to bring more life and interest to the work in this curriculum area.

139. Subject co-ordination is sound. The co-ordinator is at present on long-term sick leave. However, the school is in the process of reviewing curriculum provision, and assessment that at present takes place, informally, at the end of each topic. Teachers have attended training and are scheduled for a training programme to further improve teaching and learning.

140. **Points for development:**

- Ensure the consistent use of clear, specific learning objectives for individual lessons that will support assessment and effectively guide teaching and learning.
- Improve the range of resources, including ICT software, available in the school to enhance teaching and learning for all age groups.