

# **INSPECTION REPORT**

## **JARVIS BROOK PRIMARY SCHOOL**

Crowborough

LEA area: East Sussex

Unique reference number: 114444

Headteacher: Mr R Hall

Reporting inspector: J G Quinn  
(15676)

Dates of inspection: 3<sup>rd</sup> - 6<sup>th</sup> March 2003

Inspection number: 247461

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Hadlow Down Road Crowborough East Sussex
Postcode:	TN6 3RG
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Roddie Johnstone
Date of previous inspection:	3 - 6 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15676	J G Quinn	Registered inspector	English, Geography History Physical Education English as an Additional Language Equal Opportunities	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What must the school do to improve further?
9614	C M Webb	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
12997	C Cheong	Team inspector	Science Religious Education Design and technology Foundation Stage	
20297	J Evans	Team inspector	Mathematics Information and communication technology Art Music Special Educational Needs	Pupils' attitudes, behaviour and personal development How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the outskirts of Crowborough in East Sussex. It is smaller than average with 132 boys and girls on roll. Numbers have fallen since the school was last inspected. Very few pupils are from families of ethnic minorities. Four of these pupils speak English as an additional language which is proportionally below average. Two pupils are at an early stage in their acquisition of English. The languages spoken in addition to English are Turkish and Bangladeshi. Approximately 20 per cent of pupils have special educational needs which is below average. Of these three have Statements of special educational need. The percentage of pupils entitled to free school meals is also below average at 5.3 per cent. The school draws its pupils from a mixture of privately-owned homes and local authority housing within the area.

Children start in reception at the beginning of the year in which their fifth birthday occurs. There are currently 28 children in the reception class 13 of whom attend part time. Attainment on entry is slightly below that normally found.

Pupil mobility is higher than average with 9.2 per cent of pupils joining the school and 10.6 per cent leaving over the past school year other than at the usual times. This is largely due to families moving into and away from the area.

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

This is an improving school in which there is a strong, shared commitment to further development. Leadership is good and there is a significant proportion of effective teaching which contributes to pupils making sound progress and achieving standards similar to those found in most schools, in most subjects. Taking all relevant factors into account the school provides satisfactory value for money.

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

- Standards are above average in art at ages seven and 11 and in science and history at age 11.
- Provision for special educational needs is good.
- There is a significant proportion of good teaching which makes a positive contribution to pupils' learning.
- The headteacher provides very good leadership and has built an effective team of professionals.
- There is a positive ethos for learning and a strong commitment to succeed which is widely shared by staff and governors.
- Provision for personal development and the building of positive relationships is good.
- Parents have positive views of the school in important areas.
- The school accommodation has been improved considerably and now provides a colourful and stimulating environment for learning.

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

- Standards in information and communication technology (ICT) and gymnastics throughout the school.
- Teachers do not regularly expect enough of more able pupils and consequently their needs are not met fully in all lessons.
- Provision for Reception children's development in writing, physical skills and independence in learning.
- The monitoring role of co-ordinators in systematically checking standards in their subjects.
- The organisation of the school curriculum is in need of review and the length of the taught week falls short of the recommended minimum at Key Stage 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in November 1997. Overall there has been a steady rise in national test results at the ages of seven and 11. Good attention has been paid to the recommended areas for improvement that had the greatest impact on standards. Consequently the school building has been extensively modified to enable whole class teaching to take place. Children in Reception make better use of the additional space available to them. However, they still lack an outside area for activities which promote their physical development. There are planned opportunities for promoting pupils' spiritual development. The school development plan has been modified and now provides a satisfactory tool for school improvement in the longer term.

## STANDARDS

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

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

**Key**

Well above average A

above average B

Average C

Below average D

Well below average E

There has been a steady improvement in test results in line with the trend found in the majority of schools since the last inspection, except for the most recent year when results fell due to a high proportion of pupils in Year 6 with special educational needs. In comparison with schools having similar characteristics, results in English and mathematics were in the bottom five per cent nationally. In science results were below average. Statutory targets set for 11 year olds in English and mathematics in 2002 were too ambitious and were not achieved. Results at the end of Year 2 have also improved considerably but the proportion of attaining the higher Level 3 in reading and writing is well below average. Results in mathematics were above average and in reading, writing and science they were below.

Inspection evidence indicates that the standards in art are above average at the ages of seven and 11 and also above average in science and history at age 11. In all other subjects except for ICT and gymnastics standards are average. In ICT and the gymnastic element of the physical education curriculum they are below average by the end of Year 2 and Year 6. Children in the Foundation Stage make good progress and reach the nationally prescribed Early Learning Goals in all areas of their learning by the time they enter Year 1. In some aspects of creative development they exceed expectations. However, the lack of a designated outdoor area and suitable equipment hinders the development of their physical development and their capacity to play and learn independently. In addition, there is insufficient emphasis on developing children's letter formation in writing.

Children with special educational needs make good progress in relation to targets identified for them. The small number of pupils whose first languages are not English are fully included in lessons and also make similar progress to that of other pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils have good attitudes to school and are prepared to do their best in lessons.



Behaviour, in and out of classrooms	Behaviour of the majority of pupils is good both in lessons and at other times during the school day such as break and lunchtimes.
Personal development and relationships	Pupils respond well to the opportunities provided for them to take responsibility. They relate well to one another and to the adults who teach and support them.
Attendance	Attendance is satisfactory. Most pupils arrive punctually in the mornings and lessons begin promptly as a result.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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.*

Teaching is good overall. In most lessons teaching was at least satisfactory and in a significant proportion it was good or better.

The teaching of English and mathematics is largely satisfactory and in approximately one lesson in three it is good or better. Pupils' writing skills are used well in subjects such as history, geography and religious education and mathematical skills are used satisfactorily in science.

The best lessons featured good planning, a brisk pace to learning, confident understanding of the subject being taught and effective use of the hardworking and committed learning support staff to help those pupils who need additional assistance. Most teachers and support staff manage the behaviour of pupils well which has a positive impact on the quality of their learning. Teachers make good use of different strategies to enliven teaching.

Teaching meets the needs of most pupils effectively, but teachers do not regularly provide work to match the abilities of their more able pupils. Consequently these pupils do not always make the progress of which they are capable. Teachers are insufficiently confident in ICT, to enable them to teach all aspects of the subject effectively. Also some lessons, break times and assemblies occasionally over-run which means that subsequent lessons are rushed and learning is superficial as a result. Teachers do not regularly provide enough guidance for pupils in their marking.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school offers a good range of extra-curricular activities but the amount of teaching time at Key Stage 2 falls short of that found in the majority of schools, which impedes the school's efforts to improve standards. Also ICT is not taught according to national requirements.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported in lessons, in small groups and individually where they work with teaching assistants.
Provision for pupils with English as an additional language	The very small proportion of pupils whose first language is other than English are integrated well and are fully included in lessons and other activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. In spiritual and cultural development provision is satisfactory, in moral and social development it is good.
How well the school cares for its pupils	The school cares for its pupils well. There are particular strengths in procedures for supporting aspects of pupils' behaviour and personal development. There are a number of health and safety issues which were brought to the attention of the governors.

The school works well with parents, many of whom value the recent improvements that have been made to the school's accommodation.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good purposeful leadership and a firm direction to the school's work through a very effective style of management which involves other staff well. He is well supported by senior colleagues and curriculum co-ordinators. However, the role of co-ordinators is underdeveloped in the important area of monitoring standards across the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are committed to the school and support it strongly. Several are new to their roles and have yet to become fully effective.
The school's evaluation of its performance	Under the guidance of the headteacher, the school is beginning to evaluate its performance well. Teaching is monitored regularly and senior staff analyse the results of national tests, enabling them to provide additional support for pupils who need it most.
The strategic use of resources	The school makes satisfactory use of its resources and particularly good use of learning support assistants to help pupils progress. Computers are underused. Financial management and school administration are effective and support the school's main functions of teaching and learning well.

Staffing, accommodation and resources are good overall but with shortcomings in ICT, gymnastics equipment and readily accessible outdoor space to support the Foundation Stage curriculum. The school caretaker and his team of cleaners maintain the premises to a high standard of cleanliness and decorative order. The school's arrangements for securing best value are good. It compares itself with other schools, challenges itself to improve the quality of education it provides, encourages competition in providing major purchases and services, but does not consult parents formally on new initiatives or developments.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• Staff are approachable.</li> <li>• Children are expected to work hard.</li> <li>• The school works closely with parents.</li> <li>• Leadership and management are good.</li> <li>• The school helps pupils to become responsible and mature.</li> <li>• There is a good range of extra curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour of a minority of pupils.</li> <li>• The amount of homework provided</li> <li>• The information which they receive on their children's progress.</li> </ul>

Inspection findings concur with the positive comments of parents. Inspectors agree that there is a minority of pupils whose behaviour can be disruptive. However, this is generally managed well which minimises the adverse effects on the learning of other pupils. The amount of homework is more than that found in most schools and information provided to parents on their children's progress is satisfactory.

## **PART B: COMMENTARY**

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

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

1. The results of national tests over the past four years show a steady improvement overall at both key stages. The number of pupils in Year 2 attaining the expected Level 2 has risen steadily in all three subjects. However, the proportion that attained the higher Level 3 in reading and writing was below that found in most schools whereas it was average in mathematics. In science teachers assessed pupils as below average with a well below proportion reaching Level 3. Consequently overall results were below average in reading and writing because too few pupils attained Level 3 and above average in mathematics. Compared to schools with similar characteristics results were well below average in reading and writing and average in mathematics. Inspection evidence reflects average standards in reading, writing and mathematics, but also reveals underachievement by the more able pupils in all three subjects. In science there is an improvement on Key Stage 1 test results with pupils attaining average standards during the inspection.
2. At Key Stage 2 test results in 2002 were well below average in English and mathematics and average in science. Compared to similar schools results were very low in English and mathematics and below average in science. This was an exception to the overall trend and was attributable to approximately one third of pupils having special educational needs within the group taking the test. Inspection findings mirror the improving trend of the past four years rather than last year's exception. In science they broadly reflect test results. Inspection evidence reveals that too few more able pupils reach their potential in mathematics, which replicates test results. This is a similar position to English but here the findings of the inspection do not reflect the average proportions reaching the higher Level 5 and too few pupils reaching the higher standards of which they are capable. Neither is there any evidence in the findings of the inspection to suggest any difference between the attainment of boys and girls, contrary to the results of national tests which show that boys outperform girls. Statutory targets set in English and mathematics were too ambitious and were not met in either subject.
3. Inspection evidence indicates that pupils attain above average standards in art throughout the school and in science and history by the age of 11. In all other subjects attainment is average except for information and communication technology and gymnastics at ages seven and 11 where standards are below those found in the majority of schools.
4. Throughout the school, pupils with special educational needs and those whose first language is not English learn well and make good progress. This is as a result of the good quality curriculum that is offered and the good quality support that pupils receive from teachers and support staff. Individual education plans provide appropriate targets that enable pupils to overcome their barriers to learning. For example, pupils with behavioural difficulties have clear and specific targets that refer to particular aspects of their behaviour. This makes it easy for staff and pupils to see progress being made and provides pupils with the confidence needed to take a full part in lessons.
5. In Reception children build well on their below average standards when entering school. They make good progress overall and consequently, by the time they enter Year 1, they attain standards that are in line with expectations for this age, in all

aspects of their learning. In the artistic aspect of their creative development most attain above average standards. For example, they draw detailed representations of different fruits and vegetables, incorporating a considerable amount of detail in excess of that normally found at this age. Although there are opportunities for children to practise writing at writing tables, and in association with other activities, this does not receive a high enough profile and staff are insufficiently rigorous in promoting writing and the correct formation of letters. Although the school has enclosed the previous outdoor space well, it still does not have an outdoor space exclusively available to children to promote development in all areas of learning, but especially that for physical development and opportunities to play and learn independently. Also there is insufficient equipment to enable pupils to develop skills such as climbing, sliding, balancing and rolling. Consequently these aspects of physical development are unsatisfactory.

6. Most pupils listen carefully in class and speak clearly, for example when explaining their methods of working in mathematics. Speaking and listening are promoted incidentally but opportunities are missed for pupils to develop and exchange ideas through discussion in small groups which would benefit more able pupils particularly.
7. Many pupils read increasingly fluently and some with good expression, as they pass through the school. They understand about authors and illustrators, and know how to find the contents and index in a reference book. Older pupils know how to 'skim' for information but only more able pupils do this confidently with a suitably challenging text. Some pupils are confused in telling the difference between fiction and non-fiction and even more able older pupils have no knowledge of the Dewey Decimal system used universally in libraries.
8. Pupils' written work is often well-formed from an early stage and reflects the strong and successful emphasis that is placed upon this from the time pupils enter Year 1. Pupils in all year groups undertake a good range of writing in different forms and a significant strength is the way in which opportunities for writing are incorporated into other subjects such as history, geography and religious education. A weakness lies in meeting the needs of more able pupils by providing them with work that extends them for example, in more difficult grammatical exercises than those provided for average pupils; also opportunities for them to develop their ideas through extended writing where they would have chance to structure their work into paragraphs and chapters. Occasionally, valuable learning time is wasted for younger pupils as they colour in pictures to accompany their writing.
9. Pupils undertake a wide range of mathematical work to a satisfactory standard in all aspects of the subject. There is a strong and appropriate emphasis on developing competence in working with numbers as pupils progress through the school. Pupils develop considerable confidence in devising different strategies for solving problems and can explain their methods of working clearly. By the end of Key Stage 2 pupils work well with fractions, decimals and calculate the perimeters and areas of different shapes. However, as with English, a weakness lies in the degree of challenge presented to more able pupils that will extend them sufficiently. In too many lessons they work at a similar level to that of average pupils for much of the time, only working on extension activities more suited to their capabilities when they have finished work for the whole class. This is also reflected in pupils' past work.
10. Standards are above average in science at age 11 principally because of particularly high quality teaching for pupils, during their final year at school. Good teamwork between teaching and support staff, very good subject knowledge which generates high expectations build very successfully on the sound progress that pupils have made throughout previous years. Work is presented that motivates and challenges

the thinking of all pupils regardless of ability. There is a considerable emphasis on using the correct vocabulary and pupils begin to do this well. Pupils are confident in making predictions about their experiments, know how to conduct a controlled test by keeping all but one function constant and can draw conclusions from their findings. A significant minority of pupils have the skills necessary to devise their own experiments.

11. Standards in art are above average at ages seven and 11 because of the high priority that the school places on the subject. At Key Stage 1 pupils work to a high standard using a wide range of materials such as watercolours and pastels. At Key Stage 2 pupils extend their techniques well and work very confidently, with a good understanding of the subject, appraising and modifying their work as they proceed. Standards in history are high at age 11 because of the interesting and innovative ways in which the subject is taught. Role play, visits and visitors contribute to making the subject more meaningful to pupils. Consequently, by the age of 11 pupils have retained historical facts related to recent work and dates and main events related to topics studied in previous years.
12. Standards are below average in ICT and gymnastics mainly because resources are unsatisfactory, but also because teachers' subject knowledge and confidence across the school are insufficient to promote high standards and to develop pupils' understanding and skills sufficiently. Also there is too little use of those computers already in school, to support work in other subjects.

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

13. Pupils respond well to the good provision that the school makes for developing these areas. They have good attitudes to school, behave well and show good levels of personal development. These factors contribute significantly to the quality of their learning and have improved since the last inspection.
14. Most pupils have positive attitudes. Children in Reception co-operate well with one another in a variety of activities, making choices and sharing materials amicably. They relate well to the adults who work with them. Older children can work independently and initiate tasks when given the opportunity to do so. They usually show enthusiasm for their work, try hard and are keen to succeed in lessons. Older pupils are usually confident and motivated learners. For example, Year 6 pupils responded well when given a high degree of autonomy in their learning in a geography lesson. Year 1 pupils showed that they were happy and secure as they contributed ideas freely in a religious education lesson. This was a clear response to the calm and re-assuring atmosphere created by the teacher. Pupils with special educational needs have good attitudes to work. They respond well to the curriculum offered to them and are keen to succeed, showing real enjoyment in their learning, for example when sharing their reading with an adult. The small proportion of pupils whose first language is not English are well integrated into lessons and display the same positive attitudes of other pupils.
15. Behaviour is good in lessons, at break and lunch times, and as pupils move about the school. The only occasional exceptions to this relate to pupils with behavioural difficulties. These pupils make good progress towards improving their behaviour as a result of the school's good quality work in this field. The incidence of exclusion is low. Play times are boisterous but good-natured. Behaviour in assembly is good, for example, pupils in Key Stage 2 behaved very well and showed real appreciation when watching a dance performed for them by the Year 6 class.

16. The quality of relationships between pupils, and between pupils and staff are good. Teachers are usually polite and courteous to pupils and this is reflected in how pupils behave towards each other and adults. There is no evidence of any significant level of bullying, sexism or racism in the school. Pupils show understanding and respect for the feelings of others, and respect for their values and beliefs. They show an appropriate and developing sense of how their actions affect others and appreciate the fact that pupils in the school are usually kind to one another. They usually work well together, showing good levels of initiative and responsibility. For example, having chosen their own groups without fuss, Year 6 pupils confidently made group decisions on how best to meet the geography challenge set for them. They resolved differences amicably and then went about gathering the information they needed efficiently.
17. Children and pupils like their school. The majority arrive early and are waiting outside in the playground every morning for the doors to open. Registration provides a calm and purposeful start to their day. Attendance is satisfactory and broadly in line with the national average. Much of the absence is caused through pupils taken on holidays during term time, as was the position in 1997.

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

18. The quality of teaching is good throughout the school. Teaching was satisfactory or better in all lessons but one. Although teaching overall is broadly the same as it was at the time of the last inspection, it has improved at Key Stage 1. In over half the lessons seen teaching was good; in approximately one lesson in eight it was very good and occasionally excellent in Year 6. There were examples of very good practice in all three key stages and in most classes. Teaching was most effective in Year 2, where the majority of lessons were judged to be good or better and in Year 6 where teaching was occasionally excellent. The high proportion of good teaching is the strongest contributory factor to the raising of pupils' attainment.
19. In Reception, the main strengths of the teaching are good relationships between adults and children and effective teamwork between teaching and support staff. Teachers have a good understanding of the needs of young children and plan and prepare activities well, helping them to learn effectively. Occasionally teachers do not have sufficiently high expectations of children, for example in handwriting, where they do not do enough to encourage children's confidence in writing and the correct formation of letters. Sometimes the types of learning opportunities presented are better suited to girls than to boys who are in the majority.
20. Features of the most effective lessons are good planning which identifies how pupils of all abilities are to be extended, incisive questioning arising from a secure knowledge of the subject, productive teamwork between all additional adults including support staff and voluntary helpers, a brisk pace to learning and effective management of pupils' behaviour.
21. A science lesson in Year 6 was very effective indeed. The teacher introduced the lesson clearly, in a lively, compelling way and at a good pace which captured the interest of pupils and encouraged them to work purposefully. She questioned pupils well during the introductory part of the lesson in a manner which reflected high expectations and demanded that they think hard about their responses. Pupils were fully engaged in the activity which had been very thoroughly planned and prepared; consequently they worked with good concentration in small groups on tasks that stretched all abilities well. They were effectively supported as they worked, by a knowledgeable voluntary helper and the class teacher. Consequently by the end of

this excellent lesson pupils had made significant gains in their understanding of electrical circuits.

22. Teachers manage pupils consistently well throughout the school. In classes where there are pupils whose behaviour has the potential to disrupt the learning of others teachers and support staff employ effective methods to minimise the impact of this, whilst supporting the individual. These pupils are handled firmly but fairly. For example, in a physical education lesson a pupil, who found it difficult to listen and follow instructions, was asked to sit out until he decided that he could behave appropriately and then he could join in. In all classes the use of positive reinforcement of good behaviour was used to good effect and strongly reflected the positive *Golden Rules* displayed in the school hall. For example, in a very good literacy lesson in Year 2 the class teacher commented to one pupil who was daydreaming *'it is nice to see you thinking so hard...(pupil's name)'* This was effective in refocusing the pupil on the task in hand and conveying to other pupils that the teacher was aware of how hard they were working. Also the comment *'(pupil's name)... is sitting very nicely –well done!'* encourages other pupils to do likewise; they respond promptly with straight backs and folded arms.
23. Where there is a brisk and purposeful pace to lessons and where teachers are keen and knowledgeable, pupils respond well and apply themselves very productively to the tasks that are set for them. This was clearly evident, for example, in a very good dance lesson in Years 3 and 4. Here the teacher led the lesson very well through personal demonstration arising from her own interest and knowledge of the subject. She conveyed her enthusiasm to pupils well and as a result they put considerable physical and creative energy into developing a sequence of dance movements.
24. Teachers make very good use of the well-qualified and committed learning support staff to provide additional help for those pupils who need additional assistance and those who have special educational needs. These valued members of staff support pupils well by providing individual attention for pupils who need it most in small groups either within the classroom, or by supporting or leading groups who need extra help with literacy or numeracy. Consequently these pupils increase in confidence and are able to undertake tasks set for the remainder of the class at an appropriate level.
25. However, a weakness in many otherwise successful lessons and the lesson that was unsatisfactory, is the provision that is made for more able pupils. Teachers do not have high enough expectations and so do not regularly provide them with tasks that stretch them sufficiently for the duration of lessons. In some lessons teachers set the same tasks for all pupils regardless of ability. In such circumstances less able pupils are well supported but more able pupils work at a similar level to average attaining pupils and do not make the progress of which they are capable. This was confirmed in examination of past work where similar tasks were set for pupils of all abilities. Teachers do not always provide enough guidance for all pupils when they mark their work and occasionally accept substandard or incomplete work without comment. Where marking is effective teachers praise pupils appropriately and suggest ways in which they might improve further. In many otherwise satisfactory lessons, more able pupils work at a higher level only when they have finished work set for other pupils, which means that for most of the lesson time they are working at too low a level. On other occasions, there is too much attention given to pupils colouring in pictures when other work is completed which demands very little of pupils, particularly the more able.
26. Overall teachers have good understanding of the subjects they teach to enable them to present lessons confidently and to question pupils well in order to build on previous learning and to take their understanding forward. They make good use of pupils'

literacy skills in subjects such as history and geography and satisfactory use of numeracy skills in subjects such as science. Where teachers' subject knowledge is less secure as in ICT - and in isolated cases to a much lesser extent in mathematics and gymnastics - teachers do not have sufficient background knowledge to enable them to provide the guidance that pupils need. Consequently in many lessons computers are underused and pupils do not develop their understanding and skills as well as they might.

27. Although teachers make good use of support staff and of the resources available to them, they do not always make full use of lesson time available. Some lessons are too short or assemblies occasionally over-run which means that there is too little time for the following lesson. This can result in these lessons being rushed and learning superficial where important aspects are missed. In several physical education lessons, for example, there was too little time for pupils to evaluate their own movements and those of others in order to refine and develop their performance.
28. Homework is regularly set in English and mathematics. The work covered helps to support pupils' achievement in these subjects, but the marking of homework within lessons sometimes further erodes the time available for planned learning. The amount of homework set for pupils is more than that found in most schools. Several parents express concern that there is too much homework which impinges on other aspects of their children's lives.

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

29. The school provides a satisfactory range of learning opportunities. Curriculum planning is not as strong as it was when the school was last inspected mainly because curriculum requirements have changed for all schools. Statutory requirements for the curriculum - including religious education - are met. The exception is in ICT, where there are shortcomings in the provision for data logging and control technology at Key Stage 2 because the school has no equipment to teach it at the moment. Provision for extra curricular activities is good. Pupils benefit from a wide range of clubs and activities, including music, art and several sports. The curriculum offered to pupils with special educational needs is finely tuned to their individual needs and helps them to make good progress. The school gives a high priority to ensuring that all pupils have equality of access and opportunity in their learning and achieves this well. The few pupils for whom English is not the first language are included well in lessons. Effective provision is made for the teaching of personal, social and health education, including drug awareness and sex education. 'Circle Time' gives pupils regular opportunities to share their worries and concerns as well as the opportunity to help and support each other. Children in Reception have a good quality curriculum that meets national requirements comprehensively. It is clearly based on all six nationally prescribed areas of learning and takes full account of the different stages that children will pass through to reach the required standard by the time they leave Reception.
30. Overall the amount of teaching time allocated to Key Stage 2 falls short of the recommended minimum and that found in the majority of schools by approximately an hour a week. The curriculum is generally broad and relevant, but there are shortcomings in its balance at both Key Stages, in so far as several subjects are taught for less than the recommended minimum time. These two factors, namely the length of the teaching week in Key Stage 2 and the way that time is used in both Key Stages are unsatisfactory and hinder the school's efforts to drive up standards of attainment.



31. Since the last inspection, the curriculum has been completely re-organised to include the National Literacy and Numeracy strategies and to accommodate changes in national requirements. This has been achieved successfully, with the exception of ICT. The school now uses the national strategies for English and mathematics. Both subjects are taught effectively using the recommended methods, and this has helped to improve the number of pupils reaching the nationally expected levels. However, in some lessons where the majority of pupils clearly benefit from the curriculum offered, the more able pupils are not always given opportunities to achieve at the higher levels of which they are capable.
32. The school has good links with the local playgroup, working closely with them to ensure a smooth transition when pupils start in the reception class. The school is also involved in curriculum development in partnership with the playgroup, with the aim of raising standards, for example where a shared approach is now being developed in mathematics. Liaison is also good with the secondary school that most pupils move on to at age 11; for example, the school ensures that the special educational needs of pupils are taken account of fully when they leave by passing on comprehensive records and by arranging meetings with the appropriate members of staff.
33. The school continues to play its part in the local community, members of whom, in their turn, make a positive contribution to the school. Links with the local church have been re-established and two parishioners, one who is a governor, take assemblies. Pupils and their parents celebrate harvest festival, the former distributing the animal shaped bread baked by the local baker especially for this occasion, to the congregation. Last year pupils told the Easter story through songs, pictures and words. Pupils visit and talk to elderly residents at their church meetings. Unfortunately one of the school's mini-buses was stolen but the other is still available for community use. There are several visits throughout the school year to support work in subjects such as history and geography. In addition, pupils in Year 6 enjoy an annual residential visit to the Isle of Wight which provides a focus for work in geography and opportunity for them to engage in exciting activities such as climbing and abseiling.
34. The school uses the swimming pool at a neighbouring school during the summer term. Pupils have already visited their secondary schools as a precursor to beginning in September. They enjoyed the experience and look forward to the next stage of their education with keen anticipation as a result. The co-ordinator for physical education arranges many opportunities for pupils to take part in friendly sporting competitions against neighbouring schools; for example there is a boys' and a girls' football team which play against other schools in the locality.
35. The school's provision for personal development is good. Provision for pupils' spiritual development is now satisfactory and has improved since the last inspection.
36. Provision for pupils' spiritual development is provided for satisfactorily through the curriculum and through the daily life of the school. It has been improved since the time of the last inspection by ensuring that it is planned for, and included as part of every half-term's work for each class. Pupils' spiritual development is therefore successfully fostered within each class; for example, through the occasionally good opportunities given to pupils to ask questions and to take part in activities such as 'Circle Time', where social and moral issues are discussed. It is also fostered satisfactorily, and sometimes well, through the individual areas of the curriculum such as religious education. Here, pupils are given good, brief opportunities to reflect; for example, in a Year 1 lesson where the teachers lit a candle at the end of a lesson about special days and the uniqueness of individuals, and pupils quietly reflected on

the lesson. Spiritual development also is fostered through daily acts of collective worship, which are broadly Christian in character. The weekly pattern for the organisation of collective worship has changed since the last inspection and is now better than it was. Here pupils are usually given suitable opportunities for reflection, although sometimes opportunities to appreciate the wonders of the natural world or to create a sense of awe and wonder are missed.

37. The school provision for pupils' moral development is good. In recent years the staff have placed a very high priority on equipping pupils with a strong set of moral values. Right from entering Reception children are helped to understand and adhere to the school's *Golden Rules* for correct behaviour. These are clearly displayed in every classroom and the hall. Most pupils have a good understanding of the difference between right and wrong. Most know the consequences of unacceptable behaviour, and staff consistently and patiently reinforce good behaviour by what they say and do. Moral principles are addressed both in acts of worship and across the curriculum, such as in sharing and taking turns with equipment and materials. '*Circle time*' is used particularly well by teachers, where pupils discuss issues such as honesty, vandalism and citizenship. In these lessons pupils are encouraged to share their thoughts and ideas and respect the views of others.
38. Provision for the development of social and interpersonal skills is good. Staff provide some worthwhile opportunities, within the daily routines of school, to develop pupils' social skills. In lessons pupils are encouraged to appreciate the rights and responsibilities of being the member of a class, group or a team. A very good example was in a Year 6 class, where pupils worked together very well to produce a dance performance about conflict for a whole school assembly. Boys and girls play and work together well. In subjects such as science, mathematics and physical education, staff give pupils good opportunities to work together; for example, to create an electrical circuit in science. Pupils in Year 6 take part in a residential visit to the Isle of Wight which successfully promotes, teamwork, self-sufficiency and the responsibilities associated with working and living together. Some older pupils also experience leadership through being team captains and working on the School Council. However, the roles and the age groups of pupils involved in the School Council are insufficiently wide and are not representative of the whole school. Ethnic minority pupils and those with special educational needs are well integrated into the school community. Pupils are given tasks and jobs around the school, but these tasks are fairly limited and as a consequence they do not develop a real sense of responsibility or have sufficient opportunities to use their initiative.
39. Provision for cultural development is satisfactory. Pupils visit a suitable range of places such as Hever Castle and a Roman Villa to study British cultural traditions and practices through history, architecture and occupations. They take part in local British cultural traditions and practices through cultural events such as inter-school cross-country races and in Christmas Carol and Easter services in the local church. They visit local theatres and the zoo. However, the school's provision for pupils' understanding of other cultures is unsatisfactory and too little is done to promote understanding of the multi-cultural composition of Britain today.

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

40. The school cares for its pupils well as it did at the time of the last inspection and successfully includes all pupils in school activities regardless of cultural or gender difference or disability. Pupils' health, safety and welfare are high priorities and pastoral care is one of many strengths. The school was alerted to a number of health and safety matters, which included the condition of the hall floor, carpet edges around the school and the need to remind pupils that, in line with the guidance in the school

prospectus, earrings should not be worn. Risk assessments are undertaken, personnel trained in first aid are on site at all times and practice is good. Security is reviewed regularly. The school follows satisfactory arrangements for child protection. The headteacher, as the designated person and the deputy headteacher have both received training. Teachers are aware what procedures to follow if they have concerns. The new buildings provide a bright and stimulating environment for learning which support pupils' self esteem well. The atmosphere throughout the school is caring and supportive, where individuals are valued and all are included.

41. Systems for promoting and monitoring attendance are good. Registers are scrutinised and the education welfare officer visits the school regularly. She is appropriately involved when circumstances arise. Good attendance is celebrated in assemblies although the secretary's award for this is given at another time.
42. The school has good procedures for managing and monitoring behaviour. Class rules are negotiated and result from discussion of the school's *Golden Rules*, which promote a good structure for behaviour and discipline. Stickers are eagerly sought and sanctions not often needed. None wish to lose any one of their twenty minutes credit for *Golden Time* towards the end of the week when they are able to choose activities. Teaching staff follow the positive behaviour management strategies consistently and pupils believe they are fair. Adults provide good role models to which pupils aspire and mutual respect is evident in the good relationships found throughout the school community.
43. Pupils' good personal development is encouraged and promoted well through the school's careful planning and rigorous monitoring. Useful notes on pupils' personal progress are kept in pupils' purple files and parents are given this information in the annual reports. House captains are appointed and all Year 6 pupils have their allocated tasks. Personal, social and health education lessons include visiting speakers, for example the police liaison officer comes to talk about '*Stranger, Danger*'. Assemblies promote thoughtful discussion. The school council are proud that their suggestions are followed and particularly pleased with their sofa in the Key Stage 2 library. They are keen to take on responsibilities and relish their roles but currently the council is too adult-directed and led and meets only twice a term. Class representatives are chosen from Year 3 upwards, and not all are elected.
44. Since the last inspection the provision for special educational needs has improved, teaching and support for pupils is now consistently good. The particular strengths are in the way in which teachers and support staff work as an effective team, and in the good quality of the curriculum. The improvement in provision has resulted in pupils making better progress than they did at the time of the last inspection.
45. Assessment and record keeping are satisfactory. This is similar to the judgement at the time of the last inspection. The school is gradually refining its systems for checking pupils' attainment and progress. The systems for English and mathematics are sound. The school has a detailed timetable for the assessment of these subjects. As a consequence, the school is able to undertake a detailed analysis of its results and hence predict results for different cohorts, although the school does not yet use a computer system to do this. In addition to statutory assessments, the school uses national test materials at other times. The school makes ongoing assessments and keeps appropriate records of pupils' attainment and progress in the core subjects of English, mathematics and science. The information is used appropriately to set overall targets and to identify pupils who are experiencing difficulties. This data is not being used sufficiently well to raise standards for more able pupils. In science, assessment systems are good and are undertaken at the end of each unit of work. In spite of these assessments not being recorded against the

levels of the National Curriculum, they are being used well amongst the oldest pupils, to raise attainment. The quality of assessment and record keeping for the other subjects varies considerably. Some subjects, such as music, have a good school-wide system based on the attainment levels of the National Curriculum, which is being used well. Other subjects, such as religious education, history, geography and physical education have no school-wide assessment systems at all which makes it difficult for teachers and co-ordinators to monitor the progress of individual pupils.

46. The school has recently started to use its assessment systems in English and mathematics to develop targets for individual pupils in every class. These systems are new, so it is not yet possible to judge their impact on standards.

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

47. Parents have very positive views of the school and like its aims and ambitions for their children. Good relationships and links have been established between home and school. Almost all parents have signed the home-school agreements and attendance at consultation meetings is good. When productions take place the hall is filled to capacity, with relatives and siblings all keen to see their children perform. Although few parents are able to offer their help to teachers in the classroom 81 per cent of those of reception children have enrolled for the new *'bring your parents to school for the day'* event.
48. The quality and range of information parents receive through the prospectus, governors' annual report and regular news and other letters is good as it was at the time of the last inspection. They like the annual reports and recognise their children from the comments, although in some subjects identical text has been used and does not indicate individual achievement. Parents value the fact that the headteacher and other staff are approachable. If any have further queries they know that the secretary will always help, with form-filling for example. The reading journals are well used as an effective communication channel between home and school. Parents of children with special education or other needs are well informed about individual education plans and any who speak English as a second language are well supported by the school. Interpreters are found if necessary.
49. The active and enthusiastic School Association run many enjoyable fund-raising events, such as quizzes and Summer and Christmas fairs, raising approximately £4000 each year. Support for these is not always good and a recent event had to be cancelled through lack of interest. The money is spent for the benefit of children and according to agreed items on the headteacher's wish list. Recently they have contributed to the refurbishment of the school, paid for five listening centres, compact disc (CD) stories and construction equipment for younger pupils, amongst other resources.

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

50. The school is well led and managed and the headteacher guides the work of the school very effectively. Through a management style that encourages and values the contribution of others he has successfully built a committed team of teaching, support staff and governors who work together very well. Consequently there is a strong, shared commitment to improving standards and to raising the perceptions of the school within the community at large. The headteacher's view for an improved school has been shared widely with staff, governors and parents to good effect. Consequently there are many comments which endorse the improvements he has instigated. He has invested considerable time and energy into improving the accommodation which the previous report identified as a major impediment to pupils'

learning. This has been a task of incredible proportions that has preoccupied the school over the past four years and has involved the headteacher, site manager and a school governor particularly, in making the major modifications necessary. More established staff speak well of the changes that have enabled them to teach whole classes more effectively and value the way in which they have been involved in bringing about the changes.

51. There is a positive ethos throughout the school, characterised by very good relationships and a clear emphasis on supporting and valuing individuals. Pupils think well of themselves and the way in which their work is displayed around the school. This successfully supports pupils' self esteem and encourages them in their efforts. As a result most try to do their best in the tasks that are set for them in lessons. The headteacher knows the pupils well which enables him to give very effective support for individuals where it is needed.
52. The headteacher has a very supportive senior management team to assist him in running the school. It meets regularly, shares in decision making and is instrumental in taking the school forward in line with the headteacher's vision for school improvement. Although fairly recently formed they are already beginning to influence the work of the school. For example, through the analysis of test results they help identify those pupils who would benefit from additional literacy and numeracy teaching. There are regular lessons before school and during lunch times for pupils who need additional support in developing these skills. The headteacher monitors how well lessons are taught regularly. He visits each class every day informally and observes every teacher once a term, after which he provides written feedback. Consequently he is aware of which aspects of teaching work well and which need improving.
53. The headteacher examines the results of national tests satisfactorily enabling him to pass on information regarding improvements in standards to the governing body. However, his analysis does not extend sufficiently beyond those pupils who achieve the expected standard, to considering the below average proportions who attain the higher levels at ages seven and 11. Consequently, although there is considerable emphasis on enabling as many pupils as possible to reach the expected minimum, there is not the same urgency about raising the attainment of more able pupils and as a result their needs are not always met fully.
54. There are co-ordinators for all subjects and for other important aspects of the school's work, such as for pupils with special educational needs. Some of these are new to their roles and have yet to make a full impact on teaching and learning in their subjects. There are two co-ordinators for English, mathematics and science. This is an unusual but effective arrangement which appears to meet the needs of the school well. Overall co-ordinators are enthusiastic about their subjects and have a clear view of how they wish them to develop over time but their contribution to raising standards is unsatisfactory. They do not monitor pupils' performance through examining pupils' work systematically and so do not have a clear view on standards overall, or how well pupils of different abilities are progressing.
55. The management of special educational needs is satisfactory and supports and promotes the good quality provision made by staff. Procedures follow the guidelines of the nationally followed Code of Practice. Statements of special educational need are regularly reviewed in accordance with guidance. The governor with special responsibility in this area is well informed and very active in her role, this includes working as a '*supportive friend*' to parents of pupils who have statements of special educational need. The recently appointed co-ordinator has identified appropriate areas for further development, for example, the need to monitor classroom practice

and the development of 'nurture groups' to enhance further the provision for pupils with behavioural difficulties. The policy for special educational needs has recently been reviewed, but it does not clearly state the roles and responsibilities of governors or those of the special educational needs co-ordinator. It would also be prudent for it to contain a clear statement of the needs that the school is able to meet. Funding for special educational needs is used appropriately to provide resources including the competent and committed non-teaching staff who work with pupils.

56. The headteacher has taken steps to ensure governors' greater involvement and as a result they perform their functions well and fulfil their obligations fully with the exception of ensuring that ICT is taught according to statutory requirements and ensuring that the following essential information is included in the school prospectus:
- insufficient detail in national test data provided and no national results against which parents and prospective parents, might compare the school's performance;
  - admissions statement does not state criteria for admission, nor arrangements for interested parents to visit;
  - although it states that parents may withdraw their children from religious education and collective worship, it does not mention what arrangements are made for these pupils;
  - arrangements for the admission of pupils who are physically disabled.
- Also there is no mention of art, physical education, geography, history or design and technology in the section dealing with the curriculum. 'Communication' is omitted from the curriculum for pupils in reception.
57. Governors support the school strongly and have various areas of expertise such as special educational needs which are of benefit to it. Governors share the headteacher's view for the strategic development of the school and several visit the school regularly for various reasons to keep aspects of its work under review. Governors are unable to plan forward systematically, beyond one or two years due to uncertainties about the number of pupils wishing to be admitted to the school and the effect that this has on the school budget. They consider the current planned admission limit of 30 to be unrealistic. The school development plan has been improved and is now a satisfactory tool to secure improvement in the longer term. It contains a strong and appropriate focus on raising pupils' attainment.
58. Resources are used effectively, except for computers which are underused. Particularly good use is made of learning support assistants who work with groups and individual pupils. The extra funding which is spent on learning support staff is a good investment as these assistants make a valuable contribution to the work of the school.
59. The school is generously staffed and this is having a positive impact upon standards. The number, qualifications and experience of teachers and support staff match the demands of the curriculum. The school provides well for the professional development of all staff, taking due account of personal needs and the school's key aims and objectives. Procedures for the performance management of teachers are in place, although job descriptions for staff are in need of review as staff roles have changed and new staff have been appointed. Most newly qualified teachers receive good support. They receive time outside their classroom commitments for planning and benefit from experienced colleagues who act as mentors.
60. The accommodation has improved considerably since the previous inspection. There are now colourful individual classrooms, attractive small learning areas and welcoming libraries which promote pupils' learning very well. The area between the reception classes is now covered and provides an attractive space in which children

can enjoy their play with sand and water, although they still lack a secure outside area dedicated for their use, which would promote children's progress in all areas of learning, but particularly that for their physical development. The school is still awaiting a decision from the local education authority on whether a disabled toilet will be installed for the pupils they have admitted with physical disabilities, in the spirit of greater inclusion.

61. The site is secure but the playground is rather bleak with few markings for games. There is a quiet area at the far end where pupils gather to chat quietly and to avoid the exuberant games of football enjoyed by others during break times.
62. The building is let on a regular basis which provides welcome additional income for the school but does not impinge on pupils' use or access. All is very well cleaned and maintained by the conscientious and committed site manager with his team of cleaners. He also deals with any problems he finds on his daily round.
63. There are sufficient resources overall to enable the curriculum to be taught effectively. In English, science, history, and art the amount and quality of the resources are good. In music, resources are good and of very high quality. In mathematics, religious education, geography, and for pupils with special educational needs, resources are satisfactory. In the Foundation Stage, whilst the quality of resources is satisfactory, the school does not have suitable outdoor climbing and building equipment. In physical education and in Reception both the sufficiency and quality of suitably-sized gymnastics equipment is lacking which impedes pupils' progress. In ICT, the number of computers for the number of pupils is below average, and some classroom computers are not able to run the most up-to-date software. The school is also lacking software to enable the full National Curriculum for ICT to be taught. Overall computers throughout the school are underused. Many were switched on during the inspection but were not used by pupils.
64. School administration is very efficient and unobtrusive. It supports the school's main functions of teaching and learning well by keeping administrative demands on teachers to a minimum, in order that they might concentrate wholly on teaching. The school makes good use of information and communication technology for budgetary planning, for monitoring finance and for producing information for governors and for parents, but not to track the progress of pupils. School finances are kept under close review by the very competent bursar and by the governing body. Spending decisions are discussed thoroughly. The school's attempts to secure best value in the education it provides for pupils are good. It compares itself to other schools frequently, challenges itself to improve standards, and invites and compares competitive quotes for major work very well. For example, when making fundamental changes to the school buildings the cheapest estimate of £750,000 was rejected in favour of a more realistic £30,000 self-help scheme involving school staff, governors and parents. Taking all appropriate factors into account, the school provides satisfactory value for money.

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

65. To raise standards, the governors, headteacher and staff should address the following:
  - 1) Raise standards in ICT and gymnastics by:
    - improving resources (*see paragraphs 5, 12, 29 and 63*);
    - improving staff confidence and subject knowledge where it is lacking. (*see paragraphs 12 and 26*);

- making better use of the computers already available in school to ensure that all the required areas of ICT are taught. *(see paragraphs 12 and 26);*
- 2) Improve provision for more able pupils across the school, in all subjects but particularly in literacy and numeracy by:
- raising teachers' expectations of these pupils and ensuring that work is regularly provided which challenges them sufficiently. *(see paragraphs 25, 31 and 53);*
  - improving the quality of teachers' marking to reflect high expectations and to provide a clear indication to all pupils of what they need to do to improve further. *(see paragraph 25).*
- 3) Make better provision for children in Reception by:
- paying greater attention to the development of writing skills *(see paragraphs 5, 19 and 71);*
  - improving resources to promote children's physical development *(see paragraphs 5 and 63);*
  - improving the outdoor area to give a secure space in which children may develop all aspects of their learning, particularly their physical development *(see paragraphs 5, 60, 66 and 76);*
  - developing their capacity to play and learn independently. *(see paragraph 5 and 68)*
- 4) Improve the way in which co-ordinators monitor standards and assess progress in their subjects to ensure that pupils of all abilities achieve their potential. *(see paragraphs 45 and 54).*
- 5) Improve the curriculum by:
- reviewing the length of the school day at Key Stage 2 in the light of the recommended minimum. *(see paragraph 30);*
  - taking into account recent guidance to plan how the curriculum is organised at both key stages to ensure that all subjects are allocated adequate time. *(see paragraph 30)*

**In addition to the issues identified above, the school should also include the following minor issues in its action plan.**

- Ensure that lessons begin punctually throughout the school day in order to make maximum use of teaching time available. *(see paragraph 27)*
- Include all statutory information in the school prospectus. *(see paragraph 67)*
- Review the SEN policy to bring it in line with current requirements. *(see paragraph 55)*
- Address the health and safety issues that are brought to the attention of the governors. *(see paragraph 40)*
- Review job descriptions for all staff in the light of the changes in staff roles and new appointments. *(see paragraph 59)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	19	21	1	0	0
Percentage	2	11	40	45	2	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	132
Number of full-time pupils known to be eligible for free school meals	7
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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	11	14	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	11
	Girls	12	14	14
	Total	21	24	25
Percentage of pupils at NC level 2 or above	School	84 (79)	96 (100)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	12	13	13
	Total	20	22	22
Percentage of pupils at NC level 2 or above	School	80 (79)	88 (93)	88 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	14
	Girls	4	5	11
	Total	10	12	25
Percentage of pupils at NC level 4 or above	School	38 (83)	46 (78)	96 (100)
	National	75 (75)	73 (71)]	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	14
	Girls	7	6	12
	Total	13	14	26
Percentage of pupils at NC level 4 or above	School	50 (70)	54 (83)	100 (96)
	National	73 (72)	74 (74)	82 (82)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	126
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

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

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	18:1
Average class size	20.5

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

Total number of education support staff	7
Total aggregate hours worked per week	100

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2002
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	£
Total income	356417
Total expenditure	365625
Expenditure per pupil	2539
Balance brought forward from previous year	13598
Balance carried forward to next year	-9208

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

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	84

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	2	1	0
My child is making good progress in school.	48	48	4	0	2
Behaviour in the school is good.	21	64	8	4	2
My child gets the right amount of work to do at home.	32	48	15	4	1
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	40	44	12	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	51	44	2	0	2
The school works closely with parents.	39	52	5	1	2
The school is well led and managed.	49	44	5	0	2
The school is helping my child become mature and responsible.	48	43	6	0	4
The school provides an interesting range of activities outside lessons.	36	55	2	0	7

Parents welcome the improvements that have been made to the school buildings.

## **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**

66. The school makes good provision for children in the Reception classes. Teaching is good and, as a result, the children make good progress in their learning over the year in these classes. This is similar to the findings of the last inspection. Many children enter school with standards of attainment below those generally found. The large majority, including those with special educational needs and who speak English as an additional language, make good progress. Most children are likely to have achieved the expected standard by the time they leave Reception in all areas of their learning, except in writing, physical development and creative development. In handwriting and physical development they make too little progress while in some aspects of creative development they exceed the expected level. A key issue from the last inspection included *'review accommodation to enable free access to, and flexible use of, an outdoor dedicated area for children'* of Reception age. While the headteacher and governors have considerably improved the indoor space provided for play for this age group, by roofing over an area between two buildings, children do not yet have a dedicated outdoor space. They need it so that they can freely build, climb, balance, experiment and use their imaginations. The lack of this provision is hampering their physical development.
67. The quality of the teaching overall for the children in Reception is good. This good teaching helps ensure that children make good progress in their learning and enables them to make a good start to their education and their learning of the National Curriculum. The main strengths of the teaching are good relationships between adults and children, teaching and teaching assistants, effective teamwork, good planning and preparation. Teaching occasionally lacks sufficiently high expectations for children; for example, in handwriting. Children with special educational needs and those who speak English as an additional language are supported well. Children's attitudes, values and behaviour are well fostered by the staff and, as a result, they generally behave well in school and are keen to contribute their ideas.

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

68. Children generally play alongside one another amicably while many are able to play together well, taking turns, sharing equipment and talking together about their games. Behaviour is generally good. The awareness of right and wrong is well promoted as is the impact of children's behaviour on one another. Staff reinforce the types of behaviour they want well, for instance when they play with children in weighing activities or in the fruit and vegetable shop. All children are able to adapt their behaviour to suit different situations such in whole-school assemblies or when listening to their teachers, although many still find it hard not to demand attention by shouting out. The careful drawings of fruit show that children are being helped to take pride in their work. Pupils have many opportunities to make choices from a range of opportunities and resources but sometimes these are more suited to girls than boys who are in a significant majority. Also there are too few opportunities for children to play and learn independently or to develop their initiative.
69. Children make good progress as the result of effective teaching. As in the rest of the school, teachers place considerable emphasis on this area of development. Staff promote the formation of good relationships well. They give children many worthwhile opportunities to interact socially with other children and provide many timely reminders about how to be good friends to others. Teachers encourage children to

give of their best. This was illustrated well when staff used the finished drawings of fruit to draw children's attention to the care and detail in the drawings at the end of the lesson. Helped by good methods used to settle children at the beginning of the school year, children mostly separate from parents and carers happily in spite of generally leaving parents in the playground rather than being brought into the school building. This encourages independence.

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

70. In speaking and listening many children can initiate a conversation and are willing to ask questions. But sometimes too little is done to ensure that children listen to answers or to each other. Attainment in reading is good overall. Children enjoy books and are keen to share them with adults. Many have a favourite story within their classroom book box. Mostly they handle books well and clearly know how books work, with many able to 'read' the story using the pictures as clues. Teachers use some good methods to help children connect written and spoken vocabulary such as the routines of the day, for finding out how many will stay to lunch or what the weather is like. As a result, nearly all can recognise a few words and the more able children can read simple stories. In writing, half way through the year children are unable to form more than a very few letters correctly and even the children who are considered to be above average are not beginning to attempt more than the odd separate word. Progress is too slow, especially for the above average group from the beginning of the year.
71. Teaching is satisfactory overall and is stronger for speaking, listening and reading, due to higher expectations for these areas and better teaching methods. Skills in speaking and listening are satisfactorily taught. Teachers' interact with pupils well, as at the start of the day or when asking children to look closely at the kiwi fruit when balancing objects. These occasions give children good opportunities to listen, speak, and say what they think will happen to the balance. Some good imaginative play opportunities are provided, such as in a greengrocer's shop, and children are encouraged to use the correct sort of language and conversation, that of being the customer or the greengrocer. Voluntary helpers don't always have sufficient knowledge of what speaking skills and vocabulary to promote. Teachers are successful in establishing quickly elementary reading skills and a love of stories. Progress is generally good. Staff correctly encourage children in their interest in books and also use their slowly-developing knowledge of letter sounds to read and make sense of stories. Written words are generally well displayed as part of creative work or in the imaginative play area but the 'key words' - the list of words that they need to learn to read over the year - are not. Handwriting patterns are taught each week but, too little is being done to ensure that by the end of the year most children achieve the expected standard, have confidence in their ability and a love of writing. Supplies of paper, pens, crayons and pencils are readily available. Very few children choose to use them and teachers do not do enough to stimulate and challenge children to do so in child-chosen activity time.

### **Mathematical development**

72. Most children can count to ten and are beginning to recognise a few written numerals. They explore capacity with sand and water containing bubbles or sea creatures. Staff encourage estimation and reinforce '*more*' and '*less*' well as they introduce children to the fruit and vegetables in the shop and ask a child to bring them '*more oranges than apples*', which some children find difficult. Children weigh different objects and sort fruit into different categories. They try to give the correct change when playing in a shop and pretend to pay for goods by '*swiping*' a card.

73. The teaching of mathematical development is good. As a consequence children make good progress over the year. Teachers' expectations for this area are generally high and by the end of the year a substantial majority of children will have achieved the standard expected for their age. Very many good opportunities are given to children to practise number rhymes and counting such as the number having school dinners or how many kiwi fruit are in the balance. Planning is effective, with appropriate learning objectives. Staff continually check the children's level of understanding and provide activities well suited to their learning needs.

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

74. Children show interest and curiosity in the world around them and readily investigate aspects of it when they are presented to them by staff. Activities such as looking closely at fruit, looking for the seeds and feeling and describing how objects feel is a good example of the work being undertaken at the time of the inspection. Children talk happily about their home and holidays as they play with an airport or a farm set, but are not sure where their holiday destinations are and some are not aware of their route to school. Children's computing skills are developing well by having constant and freely available access, a suitable range of programs and good adult support when it is needed.
75. Teaching of knowledge and understanding of the world is good overall. This enables children to make good progress throughout the Reception. Staff provide a wide range of suitable first-hand experiences to develop children's knowledge and skills and motivate them to learn. While the opportunities are good, sometimes staff miss occasions to further children's understanding of the world around them in terms of other cultures or the recent past.

### **Physical development**

76. Children handle small objects and colouring implements with increasing, and sometimes good, skill and control. Children demonstrate satisfactory skills in dressing and undressing for physical education, which they generally do unaided, if slowly. In physical education lessons, the children are beginning to develop an awareness of space and of others. They take part in hall lessons, where they use a parachute or dance and perform movements dictated to them by a music and singing CD. This they join in with well and clearly enjoy, although it is limiting in its expectations. Staff give children too little opportunity to move freely or experiment with direction or pace. The development of children's large bodily skills, such as climbing and balancing, and opportunities for structured, outdoor, imaginative and co-operative play are unsatisfactory.
77. Teaching in this area is satisfactory and leads to children making sound progress overall. A range of suitable opportunities is provided for the development of children's fine motor skills such as cutting, colouring and pouring. The lack of free available access to the outside and the lack of opportunities, both inside and out to run freely, build, climb and use large apparatus is hampering attainment in this aspect of children's learning. Provision for physical development is therefore unsatisfactory. When they transfer to Year 1, a significant proportion of children are likely not to have achieved the expected standard in this area of their learning.

### **Creative development**

78. Children learn how to explore colour, shape and texture well and they use pencils and paint confidently to produce pictures that are of above average quality. They draw and colour different fruit with care paying close attention to incorporating detail. Due to

very good teaching and high teacher expectations, the children's attainment in skills of observational drawing is well above that found normally. An appropriate range of opportunities is provided for the children to develop their singing and dancing skills. Role-play is sometimes used well but the lack of free access to outside and where children can be creative with large objects and natural materials is limiting.

79. Teaching is good overall and as a result children make good progress over the year. Staff regularly provide a wide range of suitable activities including art, craft, music, imaginative play and dance. This provides a range of suitable opportunities to learn a variety of techniques, such as painting, printing fruit and drawing individual letter sounds. Classroom displays for example, big pictures of stories such as the *Jack and the Beanstalk* enliven the classrooms and successfully promote children's interest in stories and their reading development.
80. The quality and range of learning opportunities provided for the children are good. The curriculum follows that for this age group well. It correctly uses the six areas of learning for the Early Learning Goals. The curriculum is planned effectively; it contains sufficient detail and is clear. The teachers plan together and both classes receive broadly the same curriculum.
81. Teachers' systems for assessments and record keeping are currently being changed. Early in the children's time in school a wide range of assessment is undertaken to establish the children's starting points. Outcomes are then used well to set work and individual targets for each child's improvement. These are not currently recorded on the 'stepping stones', the government-recommended stages of teaching and development for children of this age group, although there are plans to do so shortly. The results of ongoing assessment are used satisfactorily to set work and provide children with the correct level of challenge in their day-to-day tasks. The school's system is changing in line with government recommendations, but this is currently making it hard for the school to compare their intake of children with previous intakes and with other schools.
82. Arrangements for children starting school are good and as a result Reception children make a confident start to their school careers. Suitable parents' meetings are held and helpful information passed on, but the written information given to parents when their children start in the reception classes is limited and the co-ordinator has plans to improve it. Arrangements for parents to assist with simple homework such as reading are satisfactory. Children sometimes bring in objects from home. Arrangements for reporting to parents and carers are good.

## ENGLISH

83. Standards in English are average at the ages of seven and 11 which is broadly the same as those at the time of the last inspection. Results in the most recent national tests were well below average at age 11 because of the high proportion of pupils in Year 6 with special educational needs related to language and literacy skills. There has been a steady improvement in National Curriculum test results for seven and 11 year olds over time, at a rate similar to that found in all schools. The standards found during the inspection reflect the improving trend for pupils in Year 6 rather than the exceptional results in 2002 tests. However inspection evidence indicates that too few pupils reach the higher levels because teachers do not always have appropriate expectations of their most able pupils and so do not provide them with work that demands enough of them. This reflects the results in tests for seven year olds but, is in contrast to the results for 11 year olds, where a similar percentage of pupils reached the higher Level 5 to that found in most schools. There is no significant difference between the attainment of boys and girls. Pupils with special educational



needs and those whose first language is not English receive the support they need to enable them to take a full part in lessons and to make good progress.

84. Standards of speaking and listening are satisfactory. Many pupils enter school with speaking and listening skills which are slightly below those normally found. The school does well to enable a significantly high proportion of pupils to achieve satisfactory levels of spoken communication by the end of their time in Reception. These are built on steadily throughout pupils' time at Key Stages 1 and 2, more through incidental opportunity than systematic planning to develop their skills in speaking and listening throughout the curriculum and in a broadening range of contexts. At Key Stage 1 most pupils listen carefully to their teachers and to others when required to do so. For example, several Year 2 pupils were keen to talk about the items of interest which they had brought in and waved their hands about enthusiastically, anxious to be chosen to make a contribution. Throughout Key Stage 2 pupils have a variety of opportunities for speaking and listening such as explaining their methods of working in mathematics. They are encouraged to use the correct vocabulary in subjects such as science. In one such excellent lesson on electrical circuits, Year 6 pupils incorporated words such as '*insulator*', '*conductor*' and '*current*' into spoken sentences like '*water is a good conductor of electricity and rubber is a good insulator*'. However, there are too few opportunities for discussion in small groups that would extend more able pupils particularly, in enabling them to develop ideas and to take account of the views of others.
85. Standards of reading are similar to those found in the majority of schools. As they progress through Key Stages 1 and 2 pupils build satisfactorily on the skills and positive attitudes to books that are encouraged at Reception. By the time they reach Year 2 pupils are able to read fluently at an appropriate level. More able pupils read with satisfactory expression and predict what may happen next in a story. For example, when reading out to the remainder of the class from the story *The Gingerbread Man* one little girl read the refrain '*STOP! STOP! Shouted the Gingerbread Man*' in a voice that captured the attention of the other pupils and helped them to anticipate what might happen next. Pupils talk about characters and express preferences for different books in spoken and written form. For example when reviewing the book '*Dogger*' by Shirley Hughes one girl wrote: '*I liked this book because it is a friendly story and has nice pictures*'. Average and below average pupils make satisfactory use of letter sounds to work out unfamiliar words and also use pictures to help them establish meaning. More able pupils and those of average ability know where to find an index and table of contents in a reference book and the former uses their knowledge of the alphabet to locate particular pages and information. By Year 6 pupils read books of their own choosing with good understanding. They talk about their favourite authors, characters and books but find it difficult to give reasons for their choices. They know how to use an index to find a page and then '*skim*' the text to find information, but only the more able pupils do this confidently using a more difficult text. They understand how the books are organised in their school library but none have heard of the numerical *Dewey System* as that used in the majority of libraries.
86. Standards of written work are sound. A successful emphasis is placed on the correct orientation and structure of handwriting throughout Key Stage 1 and Key Stage 2. Consequently the writing of many pupils becomes increasingly well-formed and fluent as they progress through the school. Pupils produce a satisfactory range of writing throughout Years 1 and 2. They write imaginatively about '*The Rabbit Who Came to Tea*', retell familiar stories such as '*The Three Billy Goats Gruff*', recount sensitively personal experiences about the loss of a pet which is eventually found and write *Countryside Counting Poems*. Spelling, if not accurate, is usually recognisable but pupils do not always draw on their knowledge of letter sounds to help them in this

respect, or turn to simple dictionaries for guidance. Average and more able pupils begin to structure their work in simple sentences using full stops and capital letters. More able pupils also begin to use commas correctly.

87. At Key Stage 2 pupils extend their writing for different purposes and in different forms effectively. They learn to take notes by identifying key words and phrases and at a later stage to change notes into full text that can be understood by anyone. By the time they reach Year 6 pupils have experienced a good range of written work with an increasing sense of writing for different audiences. For example in Year 5 they write newspaper articles for nursery rhymes such as *Little Miss Muffet* and letters of complaint to a restaurant, or to explain the reason for being late for school. Spelling and the use of grammar are satisfactory and handwriting is often good being fluent, clear and joined. However, pupils do not regularly write at sufficient length to enable more able pupils particularly to develop their capacity to extend ideas fully or to structure their work into paragraphs or chapters. Pupils use colourful phrases to make their work more interesting. For example in the description of a character a Year 5 pupil wrote: *'Charlie was smiling in his long back beard and his eyes were glistening in the sunlight.'* A strong feature of the subject is the use that is made of pupils' writing skills in other subjects such as history, geography and religious education. A weakness is the attention that is given to the needs of the more able pupils. For example in grammatical exercises they too frequently work on the same material as pupils of average ability and at a similar level. This was clearly evident in pupils' exercise books in most classes since the beginning of the current school year in September.
88. Teaching is satisfactory overall and in about half the lessons seen it was good and occasionally very good. Pupils generally respond well to the teaching they receive and most work with good application, concentrating well on the tasks that are set for them. There is a brisk pace to learning in successful lessons; pupils work purposefully and make good progress in their acquisition of skills and understanding. Where teaching is most effective, as in a very good lesson in Year 2, the teacher has high expectations of pupils and sets challenging work for different abilities. She manages pupils well, particularly those whose behaviour has the potential to disrupt the learning of others. The teacher uses praise and positive comments to good effect, such as *'good...it is nice to see you working so hard'* to a pupil whose concentration lapses. This is doubly effective in that it re-focuses the pupil concerned on the work in hand and also encourages others in their efforts. Overall teachers have a good knowledge of the subject which enables them to present lessons in a clear, confident way, to question pupils well which challenges their thinking and offer good quality individual guidance to pupils as they work, on how they might improve.
89. At Key Stage 1 pupils benefit from being taught in small classes within their own year groups. This allows them to benefit from more individual attention from class teachers promoting better learning more relevant to their particular needs. However, teachers do not always take sufficient advantage of this during literacy sessions and occasionally present pupils with activities such as colouring in pictures to accompany stories, which demand very little of them, particularly those who are most able. Teachers make good use of the hard-working and committed support staff to provide focussed teaching for groups of pupils with below average ability and those with special educational needs. Together with the additional literacy sessions, these pupils are well supported and make good and sometimes very good progress in their learning as a result. However, too little is expected of more able pupils who are often presented with work that does not extend their learning sufficiently. The quality of teachers' marking varies considerably. At its best, as in Year 6, comments praise pupils' well and gives them a clear understanding of their own learning and what they need to do to improve further; for example *'Volcanoes is a brilliant idea ...now you need to think of some exciting similes.'* Where marking is not effective it

reflects low expectations with missed pages or substandard work being praised too liberally or passed by without comment.

90. The subject is managed satisfactorily with some good features and also some areas for improvement. The two co-ordinators have worked hard and successfully with the headteacher to improve resources. These are now good. They have a good plan for the development of the subject and for the raising of pupils' attainment. However their view of standards across the school is unsatisfactory. They do not monitor pupils' work closely enough and so do not have a clear view of which pupils are performing well and which are not making sufficient progress.

## **MATHEMATICS**

91. Pupils' standards by the ages of seven and 11 are in line with the expected levels for their age in all aspects of mathematics. The national test results show that there has been a steady improvement in standards for Year 2 pupils over the last 4 years. The results for Year 6 also show improvement between 1998 and 2001, but last year's overall results were well below average because there was a large proportion of pupils with special educational needs in that year group. The proportion of pupils who attained the higher Level 5 in Year 6 was well below average but in Year 2 the proportion attaining at the higher level was similar to that found in most schools. In national tests, boys have performed better than girls, which is opposite to the picture found nationally. Inspection evidence shows that although the standards for the majority of pupils are sound, more able pupils are not yet achieving the levels of attainment of which they are capable. Pupils with special educational needs and those who speak English as an additional language are supported well and make good progress towards the challenging targets that are set for them.
92. By Year 2 pupils can count forwards and backwards in steps of 2, 5 and 10. They explore anticlockwise and clockwise turns. Pupils estimate length, measure accurately in centimetres and investigate the weight of objects in the classroom, for example one pupil had discovered that 43 pairs of scissors weighed 1 kilogram. The most able can identify and extend patterns of numbers using a 100 square. They show real confidence in themselves as they develop different strategies to approach problems, explain their thinking and checking their results, for example when investigating numbers which are common to the 3, 4 and 5 times tables. By Year 6, most pupils have a sound understanding of equivalent fractions, can calculate the perimeter of irregular shapes, have a sound ability in mental calculation, and are able to apply this to decimal numbers. For example, average ability pupils know that half of 0.9 is 0.45 and that half of 3.4 is 1.7. However, many of the more capable pupils do not attain standards much beyond this. For example, they have trouble in calculating the mathematical difference between positive and negative decimal numbers. Pupils make satisfactory use of their numeracy skills in connection with science, in their use of timelines in history and when drawing simple maps or graphs in geography.
93. The quality of teaching is satisfactory throughout the school and good in just under one third of lessons seen. Generally pupils have good attitudes to the subject and are prepared to do their best. In all lessons, pupils with special educational needs and those who need additional help are taught well. This is due mainly to effective teamwork between teachers and learning support assistants who provide good quality guidance to pupils as they work individually or in small groups. The distinguishing factor between good and satisfactory lessons is the extent to which the most able pupils are challenged. In the better quality lessons, pupils of all abilities are set work that enables them to achieve their full potential, for example, where pupils were set tasks which required them to use their investigative skills. In one such good quality lesson, pupils worked hard and responded well, when the teacher gave them limited

time to complete their calculations. In one lesson where teaching was less effective but nevertheless satisfactory, the teacher did not make the learning objectives for the lesson completely clear to the pupils. Where work is not matched closely enough to pupils' learning styles more able pupils particularly, do not make the progress that they should. In some lessons they were presented with more challenging work only when they had completed tasks set for the remainder of the class. This meant that for most of these lessons they were working at too low a level on work which was too easy. Examination of past work indicates that in many classes the work expected of more able and average pupils is similar. Teachers set pupils a large amount of homework, especially in Year 6. This is effective in helping to underpin the sound attainment of the majority including those with special educational needs. The marking of homework is done in class and teachers use the opportunity effectively to make further teaching points. However, this sometimes takes up valuable lesson time and planned objectives for the lesson are then not met.

94. Staff use the National Numeracy Strategy (NNS) effectively, to support the teaching and learning of mathematics for the majority of pupils. In Year 2 it is used effectively where suitable extension activities are planned to challenge the more able pupils. In Year 6, it is used well to challenge the average ability pupils and those with special educational needs, but the most able pupils' attainment is restricted when lessons follow the NNS plan without providing further challenges for them.
95. Throughout the school, the use of ICT to support pupils' learning in mathematics is underdeveloped, but there are several examples of good work to build upon. For example, pupils have collected and analysed data on the amount of water used in their homes and appropriate software is used effectively to develop number skills in a few lessons.
96. The recently introduced scheme for assessing and tracking pupils' attainment and progress is proving effective, but needs to be used more efficiently to set appropriate targets for the most able in some classes.
97. There is a shared sense of commitment to improve standards in mathematics amongst staff. The co-ordinators for the subject carry out their responsibilities satisfactorily. They have identified appropriate priorities for development, including the need to provide more challenge to the most able. As a result, extension activity packs have been produced for each class. However, their role in monitoring standards in the subject is poorly developed, and this restricts their ability to get a clear picture of pupils' progress across the school and the quality of teaching and learning. The school has made satisfactory improvement since the last inspection, with notable success in raising the number of Year 2 pupils that reach the nationally expected level in the most recent National Curriculum tests.

## SCIENCE

98. Standards are average at age seven and above average at 11. There has been a significant improvement in standards since the last inspection. The school's strong commitment to improving standards has resulted in a much higher number of pupils attaining the nationally expected standards at Key Stage 2 than is generally found. These findings are borne out by the national tests for eleven-year-olds in 2002. All pupils, including those with special education needs and for whom English is an addition language, make good progress in their learning. At Key Stage 1, results are similar to those found nationally but in recent national tests too few have exceeded the nationally expected level. Inspection findings indicate that this year more pupils will probably exceed the expected standard at both key stages. In the 2002 national tests at Key Stage 2 boys did better than girls. However, no significant gender differences

in levels of attainment were found during the inspection. Pupils with special educational needs and those whose first language is not English, receive the support they need to enable them to take a full part in lessons and to make good progress.

99. Standards of attainment at age seven are average and progress is satisfactory. Pupils are able to make good, simple observations. They use mirrors to observe their own teeth and try and work out what the different shape teeth are for, looking for information in books and recording their findings on a chart provided by the teacher. They report their findings confidently. With good prompting from the teacher, they suggest ideas as to why their findings are different from their classmates. They are starting to use the correct vocabulary, and can explain satisfactorily why they think things happen. Pupils in Year 1 draw pictures of the sun and its effects on the world and learn satisfactorily about materials by sorting them into different categories. Pupils have a good understanding of the importance of keeping healthy and some foods that help this. They know that plants and animals need water to survive. Pupils' overall knowledge in the area of living things is good, as this is work covered recently. Their understanding of how they can find things out for themselves through planning simple controlled experiments is less secure.
100. By the age of 11, a much higher number than is generally found achieve the average level. This is due to extremely strong teaching in the pupils' last year in school. This results in nearly all of the pupils having a satisfactory level of knowledge and understanding of an appropriately wide range of scientific topics and a significant minority exceeding the expected level by the time they leave the school. Year 6 pupils, including pupils with special educational, have appropriate and sometimes good knowledge of a wide range of topics such as food chains and predators, why the sun appears to move and how we can reverse some changes to materials but not others. These standards are achieved by the very good methods used by the Year 6 teacher to reinforce pupils learning and understanding. For instance, this teacher and others, rightly place very strong emphases on developing good understanding of the correct vocabulary such as '*insulators*' and '*conductors*' in connection with electrical circuits; as a result pupils understand and use it well. This helps to raise standards in literacy as well as science. Pupils' knowledge of parts of plants is less detailed. By the age of eleven, pupils are confident in making predictions, and explain how to make a test fair. They use resources given to them well to plan, carry out, and draw conclusions from their experiments, such as adding different switches to circuits. A considerable minority has the skills necessary to devise their own experiments. Lower down the key stage, pupils learn well about organisms and habitats, by hunting for them outside the school. They experiment with how sound travels but find it hard to notice more than the most obvious points from their observations. They use the Internet well to extend their understanding of what sound is. Across the school, pupils enjoy their science lessons and all but one or two are very keen to take part fully, occasionally rather noisily, suggesting their own ideas and conclusions. They gain good self-confidence and social skills from their success in learning science and sometimes gain spiritually, as in a group of pupils who needed additional help; there were expressions of surprise and wonder when they succeeded in making a light bulb work using silver foil as a conductor in a circuit.
101. Teaching is good at both key stages and very occasionally it is excellent. The curriculum is balanced and appropriate. Teachers use precise, technical vocabulary and teach pupils to use and understand it well. They encourage pupils to illustrate the words too, which helps reinforce their understanding. Lessons and materials are carefully prepared, with very good packs for materials and assessment aids being provided by the co-ordinator. Teachers have a good understanding of the subject and their explanations of scientific principles are clear. They question pupils well and sometimes very well, to check and reinforce understanding, as in the excellent lesson

in Year 6. Teachers give pupils many opportunities to carry out observations and experiments. For example, in the Years 4 and 5 class, they observe rice jumping when placed on a drum that is struck, or the vibrations of a tuning fork on a tray. This encourages pupils' curiosity and helps them to plan an investigation, record the findings and refine their explanations as to why things happen. Teachers plan effectively using national guidelines, which they have adjusted to suit the needs of the pupils who are in mixed-year classes. In these classes however, the expectations are sometimes the same for all pupils, irrespective of their age or ability and this occasionally slows the progress of more able pupils particularly.

102. Science is managed well. The expertise and energy of the co-ordinator for Key Stage 2 have driven improvements in the subject for pupils in this key stage. The management team of two teachers has a very good understanding of the needs of pupils and the subject. Their own subject knowledge is very good and as a result they are able to support staff well. They have put together a comprehensive system for ensuring that science is well planned and resourced, and that teachers have suitably high expectations. This they achieve through putting together detailed resource packs, vocabulary cards and assessment aids. Resources are good. The school analyses standards well and have started to track cohorts of pupils and make predictions. The current assessment system is good. However, co-ordinators do not yet monitor the standards of pupils' work or teaching in the subject. Due to the small number of computers in classes, few pupils are able to use them regularly as part of their science work.

## **ART AND DESIGN**

103. Standards of attainment are above average at ages seven and 11. The school gives high priority to the teaching of the arts and this is reflected in the good quality of pupils' work. Standards have improved since the last inspection.
104. Year 2 pupils have created good quality drawings, for example of trees and gardens as a result of the teacher's imaginative use of digital photographs as a starting point. The good use of printed materials has given pupils inspiration for their work, for example when extending the sequence of actions of a clown. Their past work shows that they have had a wide range of opportunities to use different materials including watercolours and pastels, to good effect.
105. Year 6 work shows bold and confident experimentation with a range of techniques, producing exciting results. For example, pupils have created dancing figures in pencil and watercolours which convey movement and expression most convincingly. Pupils also achieved success when using digital photographs of themselves and their classmates in action poses as a starting point for their work. Their notes show that they are able to make an appraisal of their own work and that they are developing an aesthetic sense. Year 6 have studied the work of the Dutch artist Ton Schalter and have created striking, colourful landscapes in his style. They also used ICT effectively to produce digital images clearly showing Schalter's influence.
106. Too few lessons were seen to make an overall judgement on the quality of teaching, but the inspection of completed work shows that pupils will have had good teaching to achieve these impressive results. One very good lesson on portraits was seen in Year 2. The lesson engaged the interest of pupils well, was very well planned and structured and this enabled pupils to make rapid progress from knowing little about portraits to being able to make moving and insightful comments about them within the span of the lesson. Good quality resources were used very effectively to capture pupils' attention and to challenge them to think about the subject and the artist in depth; for example, when considering a self-portrait of Rousseau in Paris. This

lesson very successfully included those with special educational needs, who made very valuable contributions to the work of the class. The lesson also featured very good management of pupils with behavioural difficulties by the teaching assistant. This had a positive impact on the progress made by all.

107. The recently appointed co-ordinator is enthusiastic about the subject but has no opportunity to monitor standards across the school, teaching and learning systematically. In this respect co-ordination is unsatisfactory. Resources are of good quality, but there are too few to support fully the teaching of some parts of the curriculum such as three dimensional and clay work.

## **DESIGN AND TECHNOLOGY**

108. Standards are in line with those expected at the ages of seven and 11 and are similar to those at the time of the previous inspection. Pupils make satisfactory progress as they move through Key Stage 1. Within Key stage 2 classes they make erratic progress depending on the time and attention the subject is given in each class over a particular term. However, because of the strong curricular provision in Year 6, pupils' progress by the time they get to the end of Year 6 is satisfactory. Across the school, all pupils, including those with special educational needs and with English as an additional language, take part fully in the curriculum. Standards of attainment are similar for all pupils.
109. It was not possible to see any lessons during the inspection for a judgement to be made on the quality of teaching and learning. Judgements on attainment and progress are based on discussions with pupils and teachers, scrutiny of pupils' work in books and on display, and an examination of teachers' planning.
110. At Key Stage 1, teachers introduce pupils to the planning process well. They design colourful coats for Joseph in the Old Testament biblical story. Pupils design and make puppets and evaluate their puppet-making skills
111. Work in the Year 6 books shows appropriate knowledge of a range of materials and how Anderson Shelters were made. They use appropriate technical terms and know that shelters can take many forms. They use sketches for designs and show an awareness of constraints and forces on their designs, so good connections with history and science are established. Lower down the key stage, finished models of wheeled vehicles show construction skills that are appropriate to the age of the pupils.
112. The school follows the published national scheme for design and technology, which provides a well-balanced curriculum with appropriate attention to both design and making. As a result, teachers' long term planning is good. Design and technology is correctly taught as a separate subject from art, with an appropriate emphasis on the stages of the design process. Evidence from the work seen and pupil conversations shows that younger pupils are rightly introduced to the different stages of designing an object - from the initial idea, through sketches and making stages, and lastly to the evaluation phase of the process. In some classes at Key Stage 2, too little attention has been given in the past to all these phases, with initial ideas and drawings left unlabelled and evaluations not carried out thoroughly enough. The amount of time being given to the subject is lower than the average found nationally.
113. The leadership of the subject is satisfactory overall but is unsatisfactory in that the co-ordinator does not monitor standards closely enough or how well the subject is taught. He monitors planning and the results that the pupils produce. He has not yet had the opportunity to monitor lessons. He has a satisfactory understanding of the developmental needs of the subject and the demands of the National Curriculum. Assessment practice is informal and individual to each teacher; there is no whole

school system in place against which to monitor the progress that pupils make. Resources for the subject are satisfactory.

## GEOGRAPHY AND HISTORY

114. Standards in geography are average at ages seven and 11. In history they are average at seven but above average at 11. This is a similar position to that at the time of the last inspection. Due to the way that the curriculum is organised it was only possible to observe two geography lessons at Key Stage 2 and a history lesson at Key Stage 1. Additional evidence was gathered through examining past work, through discussion with pupils and with the co-ordinator.
115. In geography pupils at Key Stage 1 talk about places they have visited and, with help, compare these to their home locality. They recall that they travel by road to get to London which is 'a very big city' and by plane to go on holiday to other countries. Pupils in Year 1 learn about variations in the weather, what is the most suitable clothing to wear under different conditions and create weather symbols to go on a chart. By Year 2 pupils reflect on the Scottish island of Struay – the imaginary home of a fictional character named Katie Morag. They write letters to ask about aspects of life there and can talk about some of the main features and the island's inhabitants. This is developed effectively in Years 3 and 4, where pupils consider how settlements evolve, study their own locality closely and learn that different places may have similar characteristics. In Years 4 and 5 pupils use atlases to find towns where relatives and friends live in the British Isles but their basic understanding of location is insecure and several identify towns inaccurately. In Year 6 pupils use their literacy and ICT skills to good effect when writing news items from different locations, based on an examination of aerial photographs and maps.
116. In history pupils in Year 1 learn about the *Great Fire of London*. They know that it happened a long time ago – one pupil mentions 1566. They make comparisons with the situation today in terms of fighting the fire and enjoy the opportunity to try for themselves carrying water in buckets and passing it along a line. They understand that the fire started in a baker's shop and that it spread quickly because houses were made of wood. Pupils in Year 2 recall work that they have completed recently about the Romans. They talk about a visit to a Roman villa, know that Boudica fought against the Romans and compare a Roman legionary with a modern soldier. Although no lessons were observed at Key Stage 2, discussion with Year 6 pupils revealed a good understanding of the most recent work on the period covering the Second World War. In discussion they are able to explain the reasons for the war and can talk about the 'blitz', the reasons for 'blackout' and the purpose of Anderson shelters. They are less secure in their knowledge of various eminent people of the time such as Neville Chamberlain, but the story of Anne Frank has clearly gripped their imagination and they recount it with feeling. It is also clear that they have retained significant details from topics such as *The Victorians*, *The Tudors* and *The Egyptians* which they have studied in previous years.
117. There was insufficient teaching seen during the inspection to make a judgement on the quality of teaching in lessons overall, in either subject. Of the two geography lessons- both at Key Stage 2- one was good and the other unsatisfactory. The good lesson was characterised by good planning, thorough preparation of good quality resources which captured the interest and the attention of pupils well. Pupils co-operated effectively in small groups as a result, and made good progress in their knowledge and understanding. Due to the good support that pupils with special educational needs have received during literacy lessons they were able to join in the lesson confidently, working at an appropriate level. In the unsatisfactory lesson the teacher's explanations were insufficiently clear; the same task was set for all abilities



and pupils worked noisily, showing increasing levels of disinterest and disaffection as the lesson progressed. Consequently many pupils were making careless errors and few, if any, made the progress of which they were capable. The one history lesson seen, which was at Key Stage 1 was characterised by good questioning skills that built on the pupils' interest well in the subject and took their understanding forward. A strong feature to history lessons throughout the school is the methods teachers use to enliven teaching and to bring an additional dimension to learning. For example, there are several educational visits to places of interest in each topic studied and visitors with particular areas of expertise such as an Egyptologist in Years 3 and 4. Also the use of role play, for example in Year 1 with the *Great Fire of London*, captures the interest of pupils, makes learning more meaningful and promotes good progress in pupils' understanding. In addition there is a good range of resources in history and a number of artefacts to make lessons more interesting. An unsatisfactory feature was in the indiscriminate use of commercially-produced photocopied sheets in a minority of classes, which reflected low teacher expectation and demanded relatively little of pupils' responses other than colouring in pictures.

118. Both subjects are co-ordinated by the same person who is new to the role and so has a limited view of where strengths and weaknesses lie. Although she has worked towards improving resources and supports teachers whenever they need her assistance, her view of standards in both subjects is unsatisfactory. She does not examine samples of pupils work throughout the school and so has no clear view on whether all pupils are making appropriate progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

119. Standards in ICT are below average throughout the school and not as good as at the time of the last inspection. The national requirements for the curriculum are not met fully. This is partly because the school is in a period of change as new equipment is ordered to replace obsolete and malfunctioning machines, but also because it does not make sufficient use of the equipment it does have. Too few opportunities are made for pupils to use ICT to support their learning in the other subjects of the curriculum, particularly literacy and numeracy. However, there are some examples of good practice on which to build.
120. Year 2 pupils collect information from class members on eye and hair colour. This information is entered into a database with the help of the teacher who is also the co-ordinator, and pupils explore ways of accessing the analysed data and discover what kind of questions it is possible to answer from it. Pupils with special educational needs make sound progress in improving their number skills as a result of well-used software. However, pupils have too few ICT experiences overall to reach the expected standards.
121. Year 3 and 4 pupils use equipment well to present data on water usage in their homes. They also use software effectively to produce designs of poppies in their art and design work. Year 6 pupils use word-processing software well to present their poems, showing that they are able to use different fonts and layout tools to good effect. They also use the Internet and a CD ROM encyclopaedia effectively when gathering information about a particular location in geography. But overall, as with the younger pupils, they have too few experiences to reach the expected standards. In particular, attainment in control technology and data logging is poor because the school no longer has working equipment to teach this part of the curriculum at the expected level or the staff knowledge to do it.
122. No overall judgement has been made on the quality of teaching because of the limited number of observations. However, it is likely to be unsatisfactory since staff report

that they lack confidence in the subject and understanding of the requirements of the curriculum in key areas. Some effective and confident teaching was seen in Year 2.

123. Standards have dropped since the last inspection because not all the outdated equipment has been replaced and because staff expertise has not been kept up to date. Also the national requirements for the subject have increased significantly since the introduction of the new national curriculum in 2000. The recently appointed co-ordinator has a clear commitment to improvement of ICT. She also has a very clear picture of the shortcomings in the subject due to a recent and thorough audit. An action plan has been developed from this, which addresses the problems effectively. The deficiencies lie in the sufficiency and quality of the computers, the use of the computers currently available to support literacy and numeracy particularly, staff expertise and confidence in teaching the subject.

## **MUSIC**

124. Overall standards of attainment are broadly average at age seven and 11 similar to the position at the time of the previous inspection. Singing is above average in Year 2. The quality of provision is improving as a result of the work of the co-ordinator. Standards are also enhanced by extra curricular music such as recorder groups, choir, drumming sessions, and cello and guitar tuition.
125. In Year 2, pupils sing in tune, with enthusiasm, confidently and with good rhythm and expression. This is a direct result of the teacher's good example of singing, which children follow eagerly. There is good progress as pupils learn new songs for a performance. Year 2 pupils also achieve well as they learn that the pitch of a note can be represented as a symbol. They are able to write down and perform accurately their own five note sequences using tuned percussion and keyboard.
126. Year 6 pupils learn how to create a graphic score to represent the sound of several instruments playing together. They work purposefully in small groups as they devise their own symbols and musical patterns. They also demonstrate their ability to respond creatively and dynamically to music in a powerful and expressive dance from *West Side Story*, performed in assembly.
127. Teaching is of good quality. The music co-ordinator has worked hard to build the confidence of other members of staff in teaching the subject. She works alongside them to good effect. For example, she demonstrated her own four part graphic score with recorded sounds that she had produced during her initial teacher training. This was very effective in engaging older pupils' interest and in providing a good model to inspire them in their own work.
128. The co-ordinator has a clear view of standards because she has the opportunity to work alongside colleagues in other classes and assesses how well pupils are progressing across the school. Her very good management of the subject has resulted in greatly improved levels of staff confidence and knowledge, as well as big improvements in the quality and quantity of resources which are now very good. Provision has improved since the last inspection and standards are rising as a result.

## **PHYSICAL EDUCATION**

129. Standards in physical education are average overall at the ages of seven and 11, as they were at the time of the last inspection. In dance and games standards are satisfactory, but in gymnastics they are slightly below those normally found, mainly because there is insufficient equipment and that which is available is unsuitable. Due to the school's timetabling arrangements it was not possible to see all aspects of the

subject at both key stages. Pupils of all abilities, including those with disabilities, play a full part in lessons.

130. Pupils at Key Stage 1 make good use of the space available in the school hall to explore and reproduce movements in dance and gymnastics. They run, jump and turn in warm up activities with satisfactory control. Most pupils are well-co-ordinated in reproducing simple dance rhythms and gymnastic skills where they develop elementary sequences of movements to a satisfactory standard. At Key Stage 2 pupils build on these skills effectively in both dance and gymnastics culminating in an impressive dance performance by Year 6 pupils in school assembly. Throughout the key stage pupils demonstrate increasing control and fluency in their movements. They build up sequences of dance movements of increasing complexity, for example where they improvise sports movements satisfactorily to music in Years 4 and 5. In Year 6 several pupils begin to demonstrate sound precision as they form a sequence of gymnastic movements to link balances on different parts of their bodies, travelling smoothly from one position to the next. However attainment for the majority is inhibited because of unsatisfactory equipment. In one of the many extra-curricular physical education activities run by the co-ordinator, pupils from across Key Stage 2 demonstrated satisfactory levels of control in dribbling and passing hockey balls using good quality equipment.
131. Teaching is satisfactory overall and is occasionally good and sometimes very good. It varies considerably mainly according to the level of teacher's confidence and subject knowledge. Pupils enjoy the subject and are keen to do well, particularly in dance where they are inspired by the performance of Year 6 pupils. They respond well when teachers present lessons in a lively and interesting way, using personal demonstration effectively to model good practice. This was clearly evident in a very good lesson for pupils in Years 3 and 4. Here the teacher's very good subject knowledge meant that she was able to present the lesson confidently at a good pace, using praise and guidance very well to encourage pupils to improve their performance. Where teachers' subject knowledge is less secure, as in gymnastics at Year 2, teachers do not offer sufficient guidance to pupils on how they might extend and refine their movements which limits the progress that pupils make in these lessons. The school has made good use of the skills of a teacher from a neighbouring secondary school to enhance confidence and to supplement teachers' own curriculum knowledge. She works regularly alongside teachers and provides clear guidance to pupils on how they might improve their movements. Lessons tend to be too short to allow pupils sufficient opportunity to consider the effects of exercise on their bodies and to evaluate their own movements and those of others, in order to improve their performance. These aspects tend to be neglected or underemphasised even in the most effective lessons and this hinders the development of understanding and skill. The condition of the hall floor is deteriorating in places and needs to be repaired before it creates a safety hazard to pupils working in bare feet.
132. The subject is managed satisfactorily. The co-ordinator is keen and devotes a considerable amount of time to the subject. He provides many opportunities for pupils to practise some of the skills they have learnt in lessons through interschool competitive sport and extra-curricular clubs most of which he runs himself. In this way he is able to gain an insight into standards across the school but only in a limited range of activities.

## **RELIGIOUS EDUCATION**

133. Standards attained by seven and 11 year old pupils meet expectations and are in line with those of the locally-agreed syllabus for the subject. These findings are the same as at the time of the last inspection. Pupils with special educational needs and those

who speak English as an additional language are fully included in lessons and make sound progress.

134. Pupils at Key Stage 1 are sure that the behaviour and attitudes of Christians are based on the teachings of Jesus, as one child explained during the inspection – *'Christ is part of the word Christmas and Christ is another name for Jesus'*. They know some of the stories that Jesus told. With satisfactory teaching they are able to tell some of the Bible stories such as the *'The Prodigal Son'* and understand that parables were told to convey a message. Pupils try hard to explain the stories. They recognise the main Christian festivals and know the order of the Christian year.
135. Within Key Stage 2, teachers build satisfactorily on this sound start. However, in Years 3 and 4, pupils had forgotten the main features of the Palm Sunday story. They were reminded of it again well, by the good teaching observed in the Years 3 /4 class. In Year 6, pupils sensibly discussed the habit of washing hands before touching the Koran, and why this might be done. They are interested in the washing rituals of Muslims. They have a satisfactory knowledge of differences and similarities between different world religions, such as different ways that religious books are handled, comparing Islam with Judaism and the Torah. The teacher drew this knowledge out of them well at the start of a lesson by way of revision.
136. The quality of teaching is good overall. Where teachers present lessons in an interesting way they capture the attention of pupils well and stimulate animated discussion and observations. In a good lesson in Year 1, on *Special Days*, for example, the teacher managed the pupils' effectively by allowing excitement and spontaneity whilst maintaining a calm and supportive atmosphere in which pupils' contributions were valued. Teachers have high expectations both of behaviour and learning. Where teachers introduce time limits for different parts of a lesson - as in that for Years 3 and 4 - pupils work with a greater sense of urgency and learning proceeds at a good pace. Relationships are good overall and pupils behave well in lessons.
137. Lessons follow a long-term plan that draws satisfactorily on the locally agreed syllabus but also uses materials from government documents and other sources. This forms a satisfactory base for the lessons, and pupils develop a sound knowledge and understanding as they progress through the school. The subject makes a satisfactory contribution to pupils' spiritual, moral and cultural development. Pupils generally behave well. The limited time given to RE is well used and the subject is systematically taught throughout the school. Information and communication technology is little used in the subject.
138. There is no school-wide assessment system or record-keeping system for the subject. The co-ordinator monitors teachers' planning but not standards in pupils' work or teaching. Resources are good.