

# INSPECTION REPORT

## **CAM WOODFIELD INFANT SCHOOL**

Dursley

LEA area: Gloucestershire

Unique reference number: 115574

Head teacher: Penny Lidstone

Reporting inspector: David Marshall  
27681

Dates of inspection: 21<sup>st</sup> – 24<sup>th</sup> October 2002

Inspection number: 247562

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Elstub Lane Cam Dursley Gloucestershire
Postcode:	GL11 6JJ
Telephone number:	01453 543535
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Colin Campbell
Date of previous inspection:	9 <sup>th</sup> – 12 <sup>th</sup> October 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Mathematics Music Art and design Design and technology Information and communication technology Special educational needs	How high are standards? How well are the pupils taught?
14141	Ernest Marshall	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
16773	Raminder Arora	Team inspector	English History Geography Foundation Stage English as an additional language	How good are the curricular and other opportunities offered to pupils?
11846	Geoffrey Jones	Team inspector	Science Physical education Religious education	How well is the school led and managed? How well does the school care for its pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Cam Woodfield Infant is a smaller than average size school in the large urban village of Cam, and shares a site with the junior school. There are 132 children on roll – 71 boys and 61 girls. Most pupils come from the immediate locality, which consists of a mix of local authority and private housing. Of the children of statutory school age there are 85 white – British, and 1 white – other. There are no ethnic minority or pupils with English as an additional language on roll. Currently 17 pupils are eligible for free school meals, which is below the national average. The level of attainment on entry varies from year to year but is generally below average. Many children come to school needing language support, which the school has identified in its early assessment procedures. As a consequence the school is part of a speech and language development project. There are 33 pupils identified as having special educational needs – over 25 per cent of the school roll, and above average. There are currently three pupils with statements of specific need, which is also above the national average.

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

Cam Woodfield Infants is a good school that provides a happy and stimulating learning environment for its pupils. It has a very positive atmosphere, and staff and pupils work hard. Standards in English and mathematics are now above the national average, and pupils achieve well in literacy and numeracy, whatever their background or previous attainment. The quality of teaching is good; pupils are suitably challenged and make good progress. The school provides a broad curriculum, with a good range of additional activities. It also provides very well for the pupils' personal and cultural development. The school is very well led and managed by the head teacher and key staff, with good support from all other staff. The school provides good value for money.

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

- Pupils do well in national tests in English and mathematics by the time they leave school because the quality of teaching is good and enables pupils of all abilities to make good progress.
- The head teacher and key staff provide very good leadership and management.
- The quality of provision in the Foundation Stage is good and so pupils make a good start to their education.
- Teaching is good or better in many lessons and the opportunities for learning are good.
- The provision for the pupils' personal, moral and social development is very good and so pupils acquire very good attitudes to school; they behave very well and are enthusiastic. They have very good relationships with one another and with adults in the school.
- Provision for pupils with special educational needs is good; these pupils have access to the full curriculum and make good progress.
- Learning support workers make a very significant contribution to pupils' learning.

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

- Pupils' progress and standards in science by the time they leave school.
- The organisation of pupils' class time, both during the week and long term.

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

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

At the time of their full inspection in October 2000 the school was judged to have serious weaknesses. The hard work and dedication of the staff and the leadership of the head teacher and governors have ensured that the school has made a substantial improvement on all the key issues identified in the last report.

Pupils' attainment in reading, writing and mathematics throughout the school has continued to rise. There is now no difference in attainment between boys and girls. Attainment in information and communication technology (ICT) has risen for all pupils. The quality of teaching, through the raising of teachers' expectations of what pupils can achieve, has continued to improve. The new systems for the assessment of pupils' academic achievements in English and mathematics are now used effectively to inform teachers' planning. The curriculum is now well organised and all pupils are enabled to learn through a good range of practical activities. The roles and responsibilities of the head teacher and the senior managers, especially with regard to the monitoring of the

quality of teaching and learning, have developed well. There has been good improvement since the last inspection.

## STANDARDS

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

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

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

In the 2002 national tests and assessments for pupils aged seven, standards in reading were above average when compared to all schools nationally, and in writing and mathematics they were also above average. When compared with results from similar schools reading was again well above average, and writing and mathematics were above average. The trend over the last three years has been one of continued improvement, and in line with the national trend.

Children in the Foundation Stage achieve at least sound standards in all areas of learning, learn well and make a good start to their education. They achieve particularly well in their personal, social and emotional development, and in their creative and physical learning.

In the last two years, pupils in Key Stage 1 have reached their challenging targets in National Curriculum tests. The targets set for the 2003 are for more improvement and the school is well placed to achieve them. This continued progress is due to the teachers' careful use of assessment, the implementation of the National Literacy and Numeracy Strategies and the good variety of learning opportunities provided. As a result, pupils of all abilities achieve well, including those with special educational needs.

Current standards in English and mathematics for seven-year-olds are generally above average, as older pupils now make very good progress. The standards being reached in science are below average and have not improved at the same rate as the other core subjects. This is because teachers give few opportunities for pupils to participate in scientific investigations so that they can learn about different ideas at first hand, or record the results in their own way and become independent in their learning. In art and design, religious education and the singing and performing aspects of music, pupils achieve standards above expectations for their age by the time they leave school. They achieve at least satisfactory standards in all other subjects of the National Curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and make the most of the good opportunities they are given.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour both in and out of classrooms is very good. They observe the school rules and are very courteous.
Personal development and relationships	Very good. Pupils form very good relationships with their teachers, other adults and each other. This makes a large contribution to the school's very



	positive atmosphere and supports pupils' learning.
Attendance	Very good. Pupils enjoy coming to school and their high level of attendance contributes positively to their learning.

Pupils enjoy school. There have been no exclusions in the last year. Pupils' relationships with each other and with adults are very good throughout the school. Pupils consistently work well together. Pupils' attitudes and personal development are strengths of the school and make a considerable impact on the quality of their learning and the progress they make.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	N/A

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

The quality of teaching is good and sometimes very good. No unsatisfactory lessons were observed. This represents a considerable improvement since the inspection in 2000. Teachers' knowledge and understanding of the curriculum are good throughout the school. They are particularly careful to set work at the right level for pupils of differing ability. Teachers know pupils very well and work closely with learning support workers to implement the individual education plans of pupils with special educational needs. Learning support workers help pupils in groups outside the classroom and within lessons very effectively. As a result, pupils with special educational needs receive strong support and make good progress. Able pupils are consistently challenged in lessons because teachers' expectations are high and well informed. As a result, these pupils achieve well. The teaching of literacy and numeracy is good because teachers provide challenging tasks. A significant strength is the way teachers ask questions to encourage pupils and challenge their thinking and bring them all into the discussions. Pupils' responses are valued and this helps them feel good about themselves. They begin to concentrate well, work independently and listen carefully to their teachers and to each other. Lessons are consistently of a good pace. Teachers manage pupils very well, which results in the very good behaviour and good progress. They relate very well to their pupils and these very good relationships bring warmth and purpose to lessons in all parts of the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities are good. The literacy and numeracy strategies are very effective.
Provision for pupils with special educational needs	Good. Pupils are well known to all staff and well supported throughout the school. Their progress is tracked very regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. There is a strong emphasis on developing very good moral and social attitudes that permeates much of the curriculum. The spiritual development of all pupils is good. The provision for their cultural development is also good.
How well the school cares for its pupils	Very good. The school has very good procedures for child protection. There are very good procedures to improve pupils' behaviour and attendance. Procedures for assessing pupils' attainment and progress are good in the Foundation Stage and throughout the school in English and mathematics.

The school works well in partnership with parents. The quality of information provided by the school about the pupils' progress is good. Parents receive frequent newsletters and are provided with details of the curriculum so they can help their children at home if they wish. Parents are involved in fund-raising activities and extra-

curricular activities and this provides good support to the school in its work. This is a caring school. The way that all adults look after pupils and assess what they can do and need to do next to improve is effective.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher provides very good leadership, leads by example and gives a very clear direction to the work of the school. The senior management team and other staff, as co-ordinators, work closely with the head to develop the curriculum and improve pupils' standards.
How well the governors fulfil their responsibilities	Good. Governors take their responsibilities seriously and play an important and effective role in shaping the direction of the school.
The school's evaluation of its performance	Good. Specific success criteria are included in the school improvement plan so that regular evaluation of its progress ensures that the school's targets are met.
The strategic use of resources	Good. All resources are used effectively. Specific grants are used effectively for their designated purposes.

The current level of staffing and resources is good and meets all the requirements of the National Curriculum. The school accommodation is generally good. This enables the staff to meet the requirements of individual pupils in full. The experience and expertise of teachers and support staff provide well for all pupils regardless of ability or background. The good partnership that the head teacher has created amongst all staff enables them to give of their best and create a supportive learning environment. The school manages its finances effectively. The administrative officer carries out well the day-to-day functions of the office; she ensures that all matters relating to income and expenditure are dealt with efficiently. The school has good procedures to ensure that it gets best value for its money when purchases are made.

## 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, make good progress and achieve well.</li> <li>• Behaviour in the school is good.</li> <li>• The good quality of the teaching.</li> <li>• The school is approachable.</li> <li>• The good links with parents.</li> <li>• The leadership and management of the school.</li> <li>• Their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant areas highlighted by parents.</li> </ul>

Inspection evidence fully supports the overwhelmingly positive views of the parents. Inspectors judge behaviour and leadership to be very good.

## **PART B: COMMENTARY**

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

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

1. When children are first admitted to the school, early assessments show that they begin with basic skills that are below average in many of the areas of learning identified in the Foundation Stage curriculum, with a minority of children having average attainment. Children with special education needs are identified early and provided with very effective support from the school and other agencies and also make good progress. Children make good progress and by the time they are ready to start in Year 1, many are on course to attain the early learning goals<sup>1</sup>, as expected for their age. They make good progress in the reception classes as a result of good teaching and careful planning.
2. Good progress in English has been made since the last inspection, largely because there is a consistency of good teaching of this subject across the school. Despite their low start, pupils achieve good standards in speaking and listening, reading and writing, that are at least in line with, and often above, what could be expected of them individually by the time they leave. The effective analysis of the results of national tests and other school assessment has led to the setting of targets. This target setting has had a positive effect on the results of the 2002 national tests, where there is a significant rise in the numbers of pupils achieving the higher levels of attainment. Standards in National Curriculum tests for seven year olds have improved substantially over the past two years, from well below average to above average in the 2002 tests.
3. In the 2000 National Curriculum test results in English for Key Stage 1, the standards were well below those of other schools when compared to the national average, and also well below when compared to similar schools. The 2002 national test results show the standards are well above average when compared with schools nationally and for similar schools. These results show that the school is making good progress in raising standards of attainment in English. Pupils with special educational needs get very good support and are making good progress.
4. In mathematics, pupils' levels of achievement have improved steadily from 2000 when they were below average to 2002, where standards for pupils aged seven were above the national average. The school's performance in 2002 was also above average when compared with schools of a similar type. The inspection findings show standards are improving and at present they are again above national expectations. By the end of Key Stage 1, many pupils clearly recall addition and subtraction facts to 20 and order numbers to 50. They add and subtract money in simple problems. Pupils make good progress throughout the key stage. Pupils with special educational needs make good progress in mathematics.
5. The standards of attainment in science shown in the teacher assessments for the tasks at the end of Key Stage 1 are below average. Results in 2000 were well below the national average and no pupils attained the higher levels. Since then there has been an improvement. In 2002, more pupils reached average levels for their age but too few attained more highly. These results are less good than the results in the other core subjects as the school has focused successfully on raising attainment in English and mathematics. Although progress is good, standards in current work are below average. Teachers give little opportunity for pupils to suggest and carry out their own ways of finding answers and become independent in their learning. There are few opportunities for pupils to participate in scientific investigations so that

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<sup>1</sup> Planning in the Foundation Stage is geared towards pupils achieving standards known as the early learning goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

they can learn about different ideas at first hand and record the results in their own way. The teachers' use of assessment in science is less well developed than in the other core subjects.

6. Children with special educational needs in the Foundation Stage and in Key Stage 1 are making good progress. A great deal of attention is paid by the head teacher as special needs co-ordinator, the special needs teacher and all teachers to match instructions for written tasks to the pupils' lower reading levels. As a result, all manage to complete the work they are set. The school has just introduced strategies to identify talented pupils and pupils have begun to receive extension work in literacy and numeracy. Work is well matched to need and achievement is good for all groups of pupils with special educational needs.
7. Pupils make at least sound progress throughout the school in information and communication technology (ICT). Levels of attainment are average by the time they finish Key Stage 1. Pupils use a mouse competently to load programs and draw using different art packages. They also use different word-processing programs successfully to write simple stories and make labels for classroom displays and their books. Pupils attain levels of achievement in religious education that are above those required by the locally agreed syllabus. They have a sound knowledge of Christianity and Islam.
8. The standards seen in all subjects at the last inspection have been maintained and in most cases significantly improved. Attainment in art and design and some aspects of music is above that expected nationally. In design and technology, physical education, history and geography the quality of their work is at a level expected for their age by the time they leave the school.

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

9. Pupils' very good attitudes to their work, very good behaviour, very good relationships and improving levels of attendance make an important contribution to their achievements. All of the parents who responded to the pre-inspection questionnaire stated that their children like school. The pupils enjoy coming to school, they settle quickly to work and want to learn. For example, in a Year 1 music lesson when the pupils were given the opportunity to just make a noise with their instruments before working, they did not abuse the privilege. They went on to try very hard and were enthusiastic about their own and others' efforts. In a very good literacy lesson, Year 2 pupils responded very well and answered every question, and this was typical of most lessons observed.
10. Behaviour is very good both in lessons and around the school. Parents are delighted with these very good standards. This is a significant improvement since the previous inspection. Very good behaviour is contributing positively to the standards of learning. This was observed in many lessons including a Year 2 geography lesson when the pupils were learning about the different cultures of India. Their feeling of wonder as they listened to the music and gazed at the Indian clothing was obvious. Pupils move around the school sensibly, and respond readily to the requests of teachers, learning support assistants and mid-day supervisors. They are polite and courteous to each other and to teachers, other staff and visitors. They are trustworthy and show respect for property, treating the resources they use with care. At both break and lunch times, play is good natured and pupils enjoy being together. There were no exclusions from the school during the year prior to the inspection. No incidents of bullying or racial abuse were observed during the inspection.
11. The personal development of the pupils is very good. The pupils form very good relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. All staff set a very good example in the way they conduct themselves. Parents, at the pre-inspection meeting, agreed that the school teaches right from wrong. The school is successfully meeting one of its aims 'to value caring and tolerant attitudes towards others'.

12. The pupils work well on their own. This was evident in a very good Year 2 literacy lesson when the pupils were absorbed in 'speech bubble' writing and wanted to please the teacher. Pupils also work happily in pairs or small groups. For example, in a good Year 1 numeracy lesson when the teacher explored lengths of above a metre and how they might be measured, everyone joined in helping each other and made rapid progress. In all year groups, there are good opportunities for pupils to take responsibility in the daily life of the school. There are class monitors and helpers and Year 2 pupils help in the dining hall at lunch times.
13. Many pupils participate enthusiastically in the extra-curricular activities provided by the school. There are good opportunities provided for the pupils to develop personal study skills through the use of computers in literacy and numeracy lessons. They enjoy experiments and investigations in mathematics and science lessons and there are opportunities for pupils to make choices and select materials in art and design.
14. Pupils' attendance at the school is very good. The already high levels are still improving and, as a result, the school's performance consistently better than the national average statistics for similar schools. Children like coming to this school. There is no evidence of truancy and no patterns of regular lateness. The school day starts and finishes on time and registration complies with statutory requirements. The high rates of attendance contribute positively to pupils' learning.

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

15. Teaching throughout the school is good and sometimes very good. This is a substantial improvement since the last inspection, which found that teaching overall was unsatisfactory. It identified some good and very good teaching in the reception and infant classes but also found significant amounts of unsatisfactory teaching in these parts of the school. No unsatisfactory teaching was observed on this inspection.
16. Teachers plan lessons well to allow pupils time to think and explore ideas for themselves. This is an improvement since the last inspection when the need was identified for a sharper focus to learning. In all lessons, planning is now detailed and clear. It shows how the lesson will progress and specifies what pupils are to learn. Joint, year-group planning ensures that pupils in parallel classes have similar access and opportunity to learn. Despite this good planning, the school's current time-tabled arrangements for science and some of the non-core subjects are unsatisfactory. The way that whole afternoons are devoted to one subject occasionally leads to pupils becoming bored and less interested. There is often also a long time gap between when a subject is a focus for a group of lessons and the next opportunity given to the pupils. At this age, pupils' achievements in these subjects show that this is not the most effective way for the curriculum to be organised.
17. Teachers have good subject knowledge. They draw on whole-school planning that is now thorough and well informed. This helps to ensure that learning progresses smoothly within lessons and from class to class. The way that a Year 2 teacher was able to combine a number of learning intentions in one lesson was very effective. She began by recapping a geography lesson on India and went on to a story and discussion on a religious education theme. She then moved on to making shadow puppets in design and technology, which was the basic focus of the activity.
18. The previous inspection judged that many lessons did not challenge pupils enough and that teachers' expectations of pupils were often too low. These weaknesses have been dealt with well. For example, Year 1 pupils were introduced to the idea of a metre as a unit of length by drawing 'Metre-Men'. The task of drawing a figure to scale over a metre was very challenging. By the end of the lesson the actual length of a metre was well established.
19. Most of the weaknesses in assessment identified by the previous inspection have been remedied. Good procedures are now in place for assessing and recording pupils' overall

progress in English and mathematics. They are developing in science, but could be more effective. Teachers and learning support assistants know their pupils well and watch the progress of their learning closely in all other subjects. Teachers use these assessments systematically to inform and modify their lesson planning. This results in appropriate challenge for able pupils and allows for lower ability pupils to use their additional support when necessary and progress towards independence. Marking is detailed and informative and shows pupils what they should do to improve.

20. The teaching of pupils with special education needs is good. Teachers and learning support workers plan together each day and follow the concise targets in pupils' individual education plans. This helps to ensure that the tasks set for pupils with special educational needs are well matched to their needs and abilities. As a result, these pupils make good progress, especially in literacy and numeracy.
21. In all parts of the school, teachers manage pupils well. All teachers create a pleasant, constructive ethos for learning. As a result, pupils enjoy learning, behave very well and are fully committed to their work. Teachers instil good work habits in pupils, so that most pupils are well organised and responsible. Teachers and non-teaching staff provide strong examples of personal effectiveness and teamwork. This helps to promote very good relationships among pupils. It teaches pupils to behave thoughtfully, work constructively alongside one another and co-operate well.
22. Teachers value pupils' contributions in lessons and use praise very effectively. This motivates pupils and gives them pleasure in their work. In many lessons, teachers explore and build on pupils' answers and suggestions. This increases the immediacy and relevance of learning. This was very evident in an outstanding physical education lesson in a reception class. The way the children used their scarves to create patterns, reacted positively to the teacher's praise and then watched each other in order to improve was remarkable for very young children.
23. Teachers question skilfully. This consolidates and extends pupils' knowledge, challenges pupils to formulate their own answers and, at its best, promotes insight and reflection. For example, teachers engage and sustain pupils' interest well. They achieve this by means of skilled, sensitive management, by giving clear explanations and providing varied, interesting activities. In some lessons, for example, in mathematics, teachers make good use of ICT. In a very successful geography lesson, the teacher made good use of artefacts to engage pupils' interest, making learning more tangible, rewarding and secure.
24. Most lessons are carefully structured to promote smooth progress. In the most effective lessons the teachers share the outline and aims for the lesson with pupils, linking these to previous learning. An excellent example of this was seen in a Year 1 literacy session. Pupils accompanied the teacher in exploring words and their meanings, sharing ideas and shaping them together to make poems. The quality of learning was high. Pupils grew in confidence and responsibility.

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

25. The quality and range of learning opportunities are good. The curriculum provision for the Foundation Stage is in accordance with the nationally recommended early learning goals, successfully incorporated into six areas of learning and planned effectively. A suitable balance is now ensured between teacher-led and children's self-initiated tasks. Teachers successfully plan and provide good opportunities for reception children to work and play with larger equipment such as wheeled toys and participate in outdoor activities linked to different areas of learning.

26. The planned curriculum is broad, relevant and meets the requirements of the National Curriculum. There is now appropriate provision and a carefully planned programme for ICT, which was reported as insecure in the last report. Religious education is provided in accordance with the local authority's agreed syllabus and taught regularly. The school has developed a good programme for pupils' personal and social education. In lessons, pupils are consistently encouraged to make personal choices and take important decisions for themselves. The discussion sessions, known as 'circle time', are appropriately based on topics such as 'rules and relationships' and 'I am Special'. Suitable opportunities for pupils to learn about health issues form part of the personal and social curriculum, for example in the topic 'healthy living'. The statutory requirements to provide appropriate sex education and raise awareness of drug misuse are incorporated into the whole school curriculum. Overall the curriculum provision is better than it was at the time of the last inspection.
27. Despite this, the organisation of the available teaching time is not always suitably balanced across all subjects. For instance, in science and some foundation subjects where 'blocked' time is allocated, the lessons involving whole afternoons become too long and less effective, especially where these are not organised skilfully to keep pupils well motivated. This impacts on pupils' learning as they lose interest and become less productive as a result.
28. There are good curriculum policies. The school uses the national guidance for its schemes of work in most subjects. The overall planning of the whole school curriculum provides a sound framework for a broad curriculum. There is a clear programme of work for most subjects and useful guidance to help teachers' planning. This effectively promotes continuity in learning across the school. The weekly planning of subjects is sufficiently detailed to promote teaching and learning for particular groups of pupils. The whole school curriculum is matched to provide opportunities to meet the interests and aptitudes of most pupils, including those with special educational needs.
29. Teachers plan the numeracy and literacy lessons well, using recommendations in the national strategies, and this is having a positive impact on pupils' learning. The National Numeracy Strategy is effectively improving pupils' mental arithmetic skills and the literacy lessons have greatly improved pupils' reading skills, particularly in the teaching of letter sounds and spellings across the school. This is an improvement from the last inspection. The literacy and numeracy skills are also developed through other subjects such as science and design and technology. However, opportunities are not always taken to develop literacy skills through other subjects, such as history and geography. There is insufficient recorded work in these subjects.
30. The curriculum provides very good equality of access and opportunity for all pupils. This enables them to learn and make progress. All pupils have full access to the curriculum and make appropriate progress. Withdrawal sessions to provide intensive support in literacy or numeracy for some pupils with special educational needs are carefully organised to ensure full participation in all subjects. Wherever possible, pupils receive support from assistants or adult helpers during normal lessons.
31. The range of extra-curricular activities is good. Pupils have opportunities to take part in clubs such as gym, recorders and design and technology. These clubs are well attended. A good number of pupils also benefit from the peripatetic music tuition to learn the violin. The extra-curricular provision consolidates pupils' learning well, and makes a significant contribution to their personal and social development. There are well-organised focus weeks for subjects such as science, art and music to enrich the curriculum. The curriculum is further enriched by the provision of educational visits to a range of places of interest, for example Bristol Zoo and Plump Hill Environmental Centre. Other opportunities include visits from storytellers, circus performers, Caribbean dancers and theatre groups, as well as the local vicar, police and fire fighters. Projects such as 'Family Learning' and 'Learning Together' also help pupils to learn effectively.



32. The school has effective links with the community, for example, the local farms, Sainsbury and Stroud Business Partnership. Good links are well maintained with partner institutions, the local nurseries and playgroups, the junior school and local training colleges. Pupils participate in a number of charities such as NSPCC and Dr Barnardos. They are currently collecting shoeboxes filled with gifts for children at Christmas as part of their 'Helping Others' week.
33. There is very good provision for developing pupils' spiritual, moral, social and cultural awareness. The ethos of the school is very positive in terms of its expressed aims and in its practice. It is founded upon the caring relationships seen at all levels in the school community. The school's philosophy, code of conduct and a good programme of experiences and activities effectively promote pupils' spiritual, moral, social and cultural understanding. The sense of family encourages pupils to reflect on their actions and those of others.
34. The provision for pupils' spiritual understanding is good. It is effectively linked to school assemblies and opportunities for pupils to engage in personal reflection. Time to reflect on pupils' own beliefs, values and experiences is provided in the daily assemblies. The talks in assemblies are effectively explored for a spiritual thought or prayer. For example, in one assembly the head teacher skilfully used a story to give a very clear message to pupils about being kind and helpful to each other. Assemblies are used well to promote a sense of community and shared values. The spiritual dimension of religious education and other curriculum areas such as art, music and geography are effectively explored in some lessons. In one such lesson, pupils were fascinated to see the length of a beautiful Indian sari as it unfolded.
35. The provision for moral development of pupils is very good. The school effectively teaches the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and sharing of positive values. The pupils respond positively, enjoying their work and showing care for the school. Pupils are well disciplined and understand what makes an orderly school. Moral values are effectively taught through stories, hymns and discussions. Pupils are well rewarded for best work and good actions. The agreed 'Golden Rules' are well followed by all. Both teaching and support staff provide good examples and encourage pupils to relate well to each other and behave courteously.
36. Very good provision is made for pupils' social development through daily life, the curriculum and local educational visits. The school has a secure environment in which pupils feel cared for. When provided with appropriate opportunities, pupils carry out responsibilities with confidence. There are monitors given responsibilities for different things at break times and lunch times. Pupils are encouraged to show responsibility for their own environment and the area around school. Social interaction is also achieved through promoting equal opportunities within the school. Pupils show great respect for other people's values and beliefs. The quality of relationships is very good throughout the school.
37. The provision for pupils' cultural development is good. It is promoted through opportunities to develop pupils' understanding of their own cultural traditions and practices and the key features of those of other groups in the society. It is also developed through use of stories from other cultures in assemblies, and visits and visitors to the school. Assemblies also highlight festivals such as Harvest, Diwali and Eid. There are good opportunities to promote multicultural activities in art, dance, drama and music. Pupils regularly visit the local church, but visits to other places of worship such as the mosque, the Gurdwara or the synagogue are not planned. The school promotes respect for cultural diversity reflected in society. There are very good opportunities to develop pupils' understanding of the central beliefs and practices of different faiths and to appreciate the way of life of people from other cultures, through topics such as 'India', studied in appropriate depth, using a wealth of good resources and artefacts. As a result, pupils' appreciation of the richness and diversity of culture in the wider world is well developed.

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

38. The educational and personal support provided by the school for all of its pupils is good. This is a happy school where all pupils are made to feel wanted and cared for by the staff. All parents responding to the pre-inspection questionnaire said that their children like school. Pupils know each other well and work and play together in pairs and groups as may be required. There is strong evidence of respect for each other and the staff clearly show respect for each pupil as an individual. Parents are aware of and appreciate the level of care shown. Induction into the reception classes is carefully planned through the provision of part-time attendance in the first few weeks. Transfer to the junior school is made smooth by Year 2 leavers being able to join Year 3 pupils in a selection of lessons and activities. With the pre-school playgroup and both infant and junior schools being on the same campus, children quickly become able to recognise adults and older pupils and this helps to build their confidence.
39. The school has good procedures for monitoring and promoting pupils' behaviour. The head teacher observes behaviour on an informal basis in classrooms, the dining room and in the playground. A member of the governing body carries out similar observations on each visit to the school. The school has a code of behaviour known as the 'Golden Rules' that has been discussed by pupils and is displayed around the school. The head teacher informs all pupils at the Monday morning assembly which aspects of the rules will be the main focus for the week. Awards for good behaviour or effort are given by class teachers and also by the mid-day supervisors. A special award for the 'best' pupil is prized. Class teachers deal with any behaviour problems immediately and consistently as they arise. Around school and in the dining room, sanctions for poor behaviour are rarely needed. The outcome of these procedures is seen in the high standards of behaviour maintained by the pupils. There is no oppressive behaviour, bullying or other forms of harassment. Parents' perceptions of very good behaviour are fully justified.
40. Procedures for monitoring pupils' attendance are very good and the school makes parents well aware of their obligation to ensure pupils' regular and prompt attendance. There is a high level of compliance. The head teacher systematically monitors attendance and contacts any parent or carer of a child who is absent without notified reason for a single day. Any such unexplained absence is notified by the class teacher for action. The school has little need of the services of the educational welfare officer. The school actively discourages holidays being taken in term time and parents must complete a written application in every case.
41. The school's procedures for assessing pupils' attainment and progress are good. The reception classes use the nationally accepted steps in learning that lead children in their early years towards attaining the required goals for their age in all areas of learning. This enables teachers to track reception pupils' progress carefully. The process used in Years 1 and 2 involves building a cumulative record of pupils' attainments in literacy and numeracy. Their success at attaining key objectives in literacy and numeracy is judged thoroughly and recorded by teachers. The records provide a good means of tracking pupils' progress in their learning of these subjects. As well as this, each term a piece of writing from every pupil is assessed and awarded a National Curriculum level of attainment and this affords another way of tracking pupils' progress in English. Each class also has a file that contains data that tracks pupils' progress in reading, writing and mathematics. Assessment of science is not as well developed as in literacy and numeracy. Pupils' achievements during science lessons are judged at the end of some lessons but this is not consistently carried out throughout the school. Science is the subject of a school improvement plan initiative in the near future and this aspect will be the subject of a useful review. Assessment of pupils' attainments in other subjects is satisfactory and the information is used to enable a clear picture of each pupil's progress to be made at the end of each academic year.
42. The use of assessment to guide the school's planning of the curriculum is good. The outcomes from the above assessments are subsequently entered into the computer database

and the results are analysed to identify weaker areas in pupils' knowledge, skills and understanding. These form the basis of new targets each term in literacy and numeracy for each year group and each class teacher focuses on these so that improvements can be made in overall standards. There are no science targets generated in this way because the procedures adopted for literacy and numeracy have yet to encompass assessment of pupils' learning in science. Overall targets for the school arise from a very careful analysis of pupils' answers in the annual national tests for seven year olds in English and mathematics. The disparity between the attainments of boys and girls has been monitored and tracked rigorously and strategies have been adopted to redress the balance between the genders. The school has been successful in implementing these and an analysis of the latest national test results show that there is now very little difference between the overall attainments of boys and girls.

43. The school's monitoring of pupils' individual progress is also good. The quality of teachers' marking of pupils' work in literacy and numeracy is good and enables them to keep a careful track of how well pupils understand, develop skills and build their knowledge. As a result of the care taken with marking, every pupil is given personal targets in literacy and numeracy to aim at over a three-week period. This has been successful in improving almost every pupil's progress. Teachers improve their own knowledge of National Curriculum levels, particularly in writing, by holding regular staff meetings after school during which they examine samples of writing from across the school. The meetings examine the work of higher attaining pupils, average pupils and lower attaining pupils. The results also help to keep track and provide a good indication of whether pupils from each category are being challenged and extended sufficiently.
44. The school and governing body take a responsible attitude over health and safety measures. The head teacher, governors' representative and a professional officer from the local education authority inspect the premises annually to ensure any hazards or deficiencies are identified and dealt with. Routine tests and annual checks on safety equipment are completed and recorded. Fire drills are regularly carried out. First aid arrangements are good. Procedures based on the local authority's policy for child protection are in place and staff are aware of their roles and responsibilities.

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

45. Parents are very supportive of the school and its provision for the education of their children. They confirm that their children like coming to school, feel well-informed of the progress children make and feel that the school helps children to become mature and responsible. Parents also feel welcome in the school and have no hesitation in seeking staff time to discuss any problems concerning their children's education.
46. The range and quality of information provided for parents are good. The school prospectus is detailed and contains a good home/school agreement. The governing body's annual report requires only minor amendments to ensure full compliance with statutory requirements. Newsletters are issued regularly and are filled with useful information on school events and the action parents need to take. Notices displayed on classroom windows give details of what will be taught during the week and reminders of what parents need to do in order to help.
47. Parents' meetings are held on two occasions during the year and parents say they are useful in providing a good opportunity for inspecting the work of their children and discussing progress and any problems noted by the class teachers. After the issue of the pupils' annual reports in the summer term, parents are invited to make appointments to see class teachers to discuss any items of concern. Parents know they can see class teachers at any time after the end of the school day.
48. Parents are happy to help at home with regular reading and spelling tasks. In addition, the older pupils take home mathematics work sheets or games each week for parents to support by joining in the activity and helping their children to finish it. A very good example of parents'

participation in their children's education is the promotion of the 'Family Learning' sessions. Children in the reception and Year 1 classes, accompanied by their parents, form groups and spend afternoons on exercises such as making musical instruments, mathematical games and road safety display models. The school has been successful in obtaining financial assistance and practical support for these activities.

49. The school is also successful in securing the help of a pool of some 20 parents and helpers who are willing to provide regular help in school. These helpers support pupils' reading, work with groups, and prepare resources for teachers.
50. A well-established parent teacher association operates jointly for the infant and junior schools. The association is primarily engaged in fund-raising activities and provides valuable supplementary funds for the school. The proceeds have been used to buy books and computer software, subsidise transport costs for visits and finance the visits of a travelling theatre company. Parents have also given practical help in the redecoration of the reception classrooms. Although many parents are reluctant to take on the responsibility of committee membership, their support for the work of the school is unstinting.
51. The willing contribution of parents to the education of their children and its impact on learning are significant elements in the work of the school and have an effective outcome in strengthening the home/school partnership.

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

52. The leadership and management of the head teacher and key members of staff are very good. The head teacher had only recently been appointed at the time of the last inspection and there had been little time for any new strategies and policies to be having any impact. The serious weaknesses identified in the last inspection have now been greatly improved. The enhanced quality of teaching has been achieved by regular monitoring of lessons by the head teacher and deputy head teacher, followed by formal and informal feedback. This process has resulted in a greater awareness of the need to assess pupils' knowledge, skills and understanding and to plan future activities that help pupils overcome their difficulties. As a result, pupils' attainments in English, mathematics and ICT have been enhanced from their previous unsatisfactory levels. The range of the curriculum is now good, if unbalanced, and there is no longer a lack of practical activities or time wasted on routine tasks. There are daily numeracy lessons, and reception children have opportunities for planned and constructive play inside or outside the classrooms as well as for working with large equipment.
53. The head teacher delegates responsibility to teachers very effectively. All teachers co-ordinate the teaching and learning of specific curriculum subjects and monitor planning and the quality of teaching within the subject they lead. This has had a positive effect on attainment, particularly in English and mathematics. The head teacher monitors the effect of what is being carried out by co-ordinators effectively but unobtrusively and ensures that the management of the different subjects is successful, particularly when they are the subject of a school focus in the school improvement plan. The senior management team meets monthly to discuss curriculum and other issues as well as the day-to-day business of the school. However, the whole staff always take decisions, and the reasoning behind the recommendations of the senior management team is always explained and discussed fully.
54. The role of the governing body has improved considerably in recent years and it is effective in fulfilling its statutory duties. Governors are very involved in the life of the school with most visiting the school weekly and some twice a week. The governors' curriculum committee keeps well in touch with curriculum developments through detailed reports from the subject co-ordinators and is fully aware of the school's trends in academic standards. A risk assessment is carried out regularly and any possible dangers are attended to quickly and efficiently. The budget is monitored regularly by the staffing, buildings and finance committee but as yet the governing body has not yet addressed the imminent problem of the school's

falling roll and its reduction of the budget. This has the potential to affect adversely the organisation and work of the school and the governors need to discuss the problem and make an appropriate decision as soon as possible.

55. The aims of the school are reflected very well in its work. The pupils care well for each other and for their environment. The aim of involving parents in their children's education is addressed well. Although there is no written policy for the induction of new staff to the school, teachers are introduced satisfactorily and efficiently to its organisation and practices by using the existing teacher in the year group to introduce and guide them through the various procedures.
56. The school's priorities for development are appropriate. The school development plan is a carefully constructed document that sensibly uses a rolling programme of initiatives so that the number being addressed at any one time is manageable. However, the success indicators for a number of the initiatives are not sufficiently linked to raising pupils' attainments. For example, although there are general success criteria that cover all the initiatives for action in literacy, most of the individual activities cited have no measurements of pupils' standards before they have begun and after they have finished. Due to the fact that teachers know pupils so well this is not having a detrimental effect on standards. However, it does mean that teachers and other staff are duplicating some of their recording work.
57. The school uses the various grants it is awarded effectively. The grant for special educational needs, the inclusion grant, and the money awarded for the language project in which it is involved, are all used to provide extra learning support workers in the classroom. This enables pupils to receive more frequent assistance with their learning from adults working in the classrooms. Standards funding is used appropriately to provide supply teaching cover for teachers whilst they are monitoring lessons or attending relevant teaching courses. The budget is linked effectively to the school development plan so that the finances are available to address the various initiatives of the school improvement plan.
58. The school follows well the principles of best value. The governing body monitors the school's comparative performances within the school and with schools that are similar. It consults with a range of people when constructing its school improvement plan. For example, parents are issued with a questionnaire so that their views on a range of issues can be taken into account. Pupils were asked for their ideas and all staff and governors contributed to discussions finalising the plan. Quotations and competitive tenders are widely sought whenever possible for the purchase of goods and services. The provision of services to the school is reviewed from time to time and the school is committed to meeting the needs of its pupils through the effective use of resources.
59. The school uses new technology well. Computer technology is used well to analyse pupils' attainments and to identify general weaker areas in their knowledge and understanding. The school has recently introduced a website that contains relevant information and will in the near future contain the latest newsletters for parents so that these can be accessed easily. The use of the Internet is well under way and E-mails are used regularly for communications.
60. Very good progress has been made on the issues arising from the previous inspection. The system used for appraising and supporting teachers is good. Targets are set according to national recommendations and the school has a good system for reviewing teachers' performances half way through the period so that it can assess whether teachers are on track to succeed in meeting the targets.
61. Teachers and support staff are well matched to the demands of the curriculum. Learning support workers in the classroom have received good training to enable them to assist pupils with their learning needs. Learning resources are good, looked after carefully and used effectively to enable pupils to make very good progress in acquiring knowledge, skills and understanding. The accommodation of the school is good and allows pupils to learn

successfully and comfortably. The provision of a small enclosed area for reception children, the adventure area close to the playground and the wild area for all pupils in the school, allows a good way of introducing a range of educational outdoor activities.

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

62. In order to continue to raise pupils' attainment and extend the school's current achievements, the governors, head teacher and staff should jointly:

- (1) Raise standards of pupils' attainment in science by:
  - a) improving provision for assessing pupils' knowledge and understanding in science;
  - b) using assessment information to meet the needs of individual pupils as they are in English and mathematics;
  - c) revising the policy of providing whole afternoon sessions in science and the frequency with which science lessons are delivered.

Paragraphs 5, 41, 42, 89, 90, 91, 93, 94.

- (2) Further consider the arrangements of the school day by reorganising the timetable, particularly in the afternoon. In particular, the long lessons need to be adjusted to ensure that the time made available for all subjects reflects the pupils' ability to concentrate.

Paragraphs 16, 27, 56, 94, 104, 110.

## **OTHER MINOR ISSUES WHICH THE SCHOOL SHOULD CONSIDER**

- (3) Plan for the additional use of pupils' literacy and numeracy skills in all subjects of the curriculum.

Paragraphs 29, 80, 86, 104.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

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

26
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### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	19	9	0	0	0
Percentage	3	26	49	23	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y2
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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	17

FTE means full-time equivalent.

#### Special educational needs

YR – Y2
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Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	33

#### English as an additional language

No of pupils
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Number of pupils with English as an additional language	0
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#### Pupil mobility in the last school year

No of pupils
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Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	31	33	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	32	31	31
	Total	60	59	60
Percentage of pupils at NC level 2 or above	School	94(89)	92 (84)	94 (90)
	National	84 (84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	28
	Girls	30	29	30
	Total	56	56	58
Percentage of pupils at NC level 2 or above	School	88 (87)	88 (89)	91 (87)
	National	85(85)	89 (89)	89(89)

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	85	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	18
Average class size	22

#### **Education support staff: YR – Y2**

Total number of education support staff	9
Total aggregate hours worked per week	112

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	396838
Total expenditure	387681
Expenditure per pupil	2601
Balance brought forward from previous year	52401
Balance carried forward to next year	61558

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	131
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	42	53	2	0	3
Behaviour in the school is good.	45	48	0	0	7
My child gets the right amount of work to do at home.	52	38	3	2	5
The teaching is good.	63	33	0	0	3
I am kept well informed about how my child is getting on.	42	45	7	0	7
I would feel comfortable about approaching the school with questions or a problem.	78	17	3	2	0
The school expects my child to work hard and achieve his or her best.	58	37	2	0	2
The school works closely with parents.	47	47	2	2	3
The school is well led and managed.	58	37	2	0	3
The school is helping my child become mature and responsible.	57	33	2	0	8
The school provides an interesting range of activities outside lessons.	23	57	10	2	8

## **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**

63. Four year olds are admitted to the two reception classes at the start of the academic year in which they are five. Most children have received pre-school experience when they start school. At the time of inspection, children in the reception classes were attending full-time. The analysis of the school's assessments of children on entry shows that most have levels of attainment that are below those expected for their age. It is particularly low in the areas of communication, language and literacy, and personal, social and emotional development.
64. By the time children move to Year 1 their standards are in line with the national expectations of the early learning goals in some areas. Most children make good gains and attain most of the early learning goals in personal, social and emotional development by the end of the Foundation Stage. They achieve well and attain many of the standards in the areas of creative and physical development. However, most children do not reach the expected standards in the areas of communication, language and literacy, mathematical development and knowledge and understanding of the world. Children with special educational needs receive good support to enhance their progress.
65. The early years' curriculum provides experiences that are relevant, imaginative and enjoyable, for example creative work such as collage, painting and making models in play-dough. The planning reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. It is extended to embrace the literacy and numeracy strategies. The overall quality and range of teacher-directed and child-initiated play opportunities are satisfactory, and this is an improvement since the last inspection.
66. The quality of teaching is good. Teachers plan all activities with clear intentions. Their understanding of the early years' curriculum and knowledge of how young children learn is good. There are consistent procedures for assessment of children's progress and the assessment information gained on entry is used effectively to plan activities that match different levels of abilities. Teachers generally have clear expectations of children's work. Indoor resources for the Foundation Stage are sufficient for most areas of learning. The extra adult support in reception classes is effective. In lessons, the support staff work closely with teachers and make positive contributions to children's learning. They talk to the children and ask relevant questions to extend their vocabulary. The staff work effectively as a team and support one another well. Homework in the form of borrowing books and learning to recognise letters and related sounds is used particularly well to enhance children's progress.

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

67. By the time they leave the reception classes, children successfully meet the early learning goals in this area. This indicates good achievement and reflects the skilful teaching of the staff. Children are constantly encouraged to feel confident about what they can achieve in a variety of learning situations. They quickly settle down and feel both happy and secure at school. They learn to co-operate, share and take turns, for example when sharing refreshments or sitting in a circle and sharing ideas. Most children work both as part of a group and independently. They are beginning to form positive and respectful relationships, and to communicate effectively with one another and with adults. Children participate in well-planned activities, such as drawing pictures of friends and thinking about what they are good at.
68. Teaching is very good for this area. The staff act as good examples for children and explain clearly what is expected of them. Some simple classroom rules are shared with all, for example, putting hands up for contributions to discussions. Children listen well and

understand set routines. They are taught the difference between right and wrong and are guided to behave sensibly at all times. Children show consideration and respect for property and each other. Emotional development is carefully considered and teachers find ways to include the practice of talking about feelings. Children enjoy sharing their work with any available adult and react very well to praise. Most children participate enthusiastically in teacher-led and self-initiated activities. They are skilfully managed and purposefully occupied. Staff effectively handle minor disputes. Children's play and responses are supported and extended sensitively.

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

69. Despite good teaching, the proportion of children at an early stage in language development means only a small minority of children are expected to reach the early learning goals by the end of the year. While some children willingly talk about aspects of their work, many find speaking clearly and in full sentences quite difficult. Both teachers and support staff show that they value children's efforts at communicating. Children are constantly encouraged to talk about their experiences and develop new vocabulary during discussions and other occasions such as milk time. The adults use talk to good effect and are good active listeners. Some older children are gaining satisfactory control in developing early writing skills. Some children have begun to write their own names unaided. Very good progress is made when adults work in small groups or in one-to-one situations to give children individual attention.
70. The introduction of the literacy strategy is making a significant impact. Teachers made very good use of 'Humpty Dumpty' rhyme and supported children in making up their own nonsense rhymes and in tracing over the teacher's writing. Most children in these lessons showed good gains in their understanding of rhyming words. Many children are quickly learning the initial letter sounds due to the skilful teaching of 'Jolly Phonics'. Children learn to enjoy stories by choosing their own books. The imaginative role-play activities, such as the suitably set up 'Doctor's Surgery', help children initiate their own free-play.

### **Mathematical development**

71. Children's progress is good and a significant number of children are on course to reach expectations in mathematics. Children count reliably to ten and learn to sequence the numbers one to five. They confidently match, sort and count everyday objects. In the whole class sessions, teachers effectively support counting up to ten and the correct order of numbers one to ten. Although most children are able to count to ten and beyond and recognise the number symbols, many do not yet understand 'one less' or 'one more than' the given number.
72. The teaching in this area is good with some very good features, for example, the use of number songs, such as 'One Wonky Bicycle' and rhymes to practice sequencing one to ten. Teachers have appropriate expectations and plan well to extend or challenge children. In the very good lessons, teachers are very clear about what children will learn and a good range of activities to enforce learning, such as the use of washing line, number line and the class 'Doctor's Surgery' are effectively used. In one lesson, the teacher skilfully illustrated the idea of 'more' or 'less' by using towers of magnetic bricks. Some children recognise basic shapes and gain some knowledge of length and the vocabulary of comparison, such as 'longer than' and 'shorter than'. They build short and tall towers using bricks and enjoy working with large and small construction equipment such as Lego and Duplo. Adult involvement in children's activities is good. They ask good questions to support and extend understanding. A few higher attaining children show developing knowledge to sequence numbers one to ten and the numerals to the sets of objects. They do not yet write numerals unaided or solve problems involving addition.

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

73. Most children enter the reception classes with limited general knowledge, but they are getting good experiences for exploring and investigating through the good teaching in this area. Children are well supported in their use of senses through activities such as making a sandwich and recognising the smell and taste of substances. They investigate properties of malleable materials such as play-dough or plasticine. In a lesson observed, children successfully investigated materials for joining a paper Humpty Dumpty's limbs with paper fasteners, string and glue. Children use paint and mix different colours, but most do not yet name basic colours correctly. Most children confidently name the main parts of the body. They demonstrate developing computer skills expected for their age. Most children show increasing control in the use of a mouse, to move items on the screen. In order to develop their sense of place, children are taken on walks around the school and explore the immediate surroundings with great interest.

## **Physical development**

74. Many children are on course to meet most of the early learning goals in their physical development. Although the outdoor provision to enhance children's physical skills is rather limited, children learn to be aware of space and develop co-ordination and control in movement in the main school hall.
75. Teaching of this area is good. Both reception teachers have a sensitive awareness of children's safety. The classes regularly attend gymnastic and movement lessons. Teaching was excellent in one lesson, where the teacher used her own demonstration effectively to support the quality of children's movement. Children in this lesson were further stimulated by the use of a scarf as the basis for movement throughout. All children were highly motivated and fully absorbed in performing their best. In another lesson, the teacher's timely interventions supported children's quality of skipping, as well as rolling safely in 'tucked' and 'stretched' positions. In all lessons, most children can follow simple instructions with ease, but have difficulty in following more complex and longer instructions. Children learn to use space well and know the routine of 'warming up' and 'cooling down' periods. In their use of construction toys a significant number of children demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools such as scissors and brushes, and joining materials such as glue and sellotape. Teachers provide calm and sensitive support. They encourage children to dress independently, to manage buckles and buttons, and to put shoes on the correct feet.

## **Creative development**

76. Most children are on course to meet the national expectations by the end of the Foundation Stage. The teachers provide good opportunities for creativity. They introduce children to different styles of music from a variety of cultural backgrounds. The children have a repertoire of songs which they sing enthusiastically, expressing enjoyment. Children experiment with paint and use their observations and imagination to create pleasing results. When making Humpty Dumpty with moving parts, the children show developing hand control in drawing and cutting on the line and using different tools and materials to finish their artwork. They are given opportunities to explore shape, colour and texture, and work with a range of materials such as textile, tissue paper and card. Children's portraits of friends show an early stage of drawing faces but good observations of skin tones. Another good example of children's fast-developing creative skills is the well-finished clay cups and saucers. Children talk about these with interest and show obvious enjoyment in all creative work.

## ENGLISH

77. Pupils attain standards that are above the national average. This represents very good improvement in relation to the unsatisfactory standards reported at the last inspection. All pupils, including those with special educational needs, make good progress over their time in school. This is a direct result of good quality teaching, and good assessment procedures used by all teachers to carefully track pupils' progress and ensure that appropriate support is given.
78. Standards in speaking and listening are broadly average, but many pupils listen attentively and speak politely with genuine interest to their teachers and other adults who work with them. They follow and respond to instructions without having to be told more than once. As they are keen to learn and do their best, they concentrate well and absorb information. They are equally as skilled in listening to the teacher and one another in class discussions. Small group work provides opportunities for adults to provide good examples of language and to encourage pupils to express themselves clearly. Lower attaining pupils have a more limited vocabulary and experience difficulty expressing their own thoughts clearly and in sharing their ideas with others. The higher attaining pupils are confident and articulate. There is scope, however, to develop pupils' competence in speaking at length through more planned opportunities for role-play, drama and debates.
79. The guided reading sessions are suitably structured and enhance pupils' progress in reading. The process of home-school reading is well established and has a positive effect on pupils' interest and attainment, which is good. Pupils also take poetry cards to share at home and this supports their love for poetry. Pupils' developing knowledge of letter sounds is particularly helpful to them when attempting to work out unfamiliar words. They talk with understanding of the characters and events in the stories, and confidently predict what is going to happen next. Higher attaining pupils show developing fluency, expression and understanding of what they read, but they are not always encouraged to read challenging text. Pupils often read books that are not appropriate to their age and ability. Most teachers keep careful records that include clear and relevant diagnoses, but their ongoing monitoring of the match of ability to the book selected by the pupils is less effective. Most pupils enjoy looking at non-fiction books and know where to locate the contents and the index. However, their knowledge of how to locate information and to find words in dictionaries is limited. The school library has recently been revamped, but its regular use by classes has not yet been organised. Pupils with special educational needs are identified early and embark on well-structured literacy programmes, with realistic short-term targets. Most pupils make satisfactory use of their reading skills in subjects such as history, geography and religious education.
80. The combination of a tightly structured literacy hour together with the whole school focus on improving skills and the good teaching has had a beneficial effect on pupils' writing. The standards they achieve are now satisfactory, and improving well. They write for a variety of purposes, for example instructions for making a hat, and stories in own words, for example, 'Mog at the Vet'. Most pupils, particularly the higher attaining, are beginning to use descriptive words and good phrases. For example, one child wrote, "My sweet, when you start to chew, you are flying for real". The class and group writing targets encourage pupils in their written work and ensure good progress. The skills of letter formation are well taught; however, very few write in joined script by the end of Year 2. The letter combinations and common spelling patterns are stressed well throughout the key stage. Pupils are well supported to think about the overall structure of their writing, such as the setting, characters and plot when writing short stories. The majority, however, lack fluency in their writing and are unaware of grammatical mistakes in their work. The punctuation, spelling and handwriting skills are not always sufficiently evident in pupils' written work. There is scope for pupils to further improve their written work through well-planned opportunities across all subjects.
81. The teaching of English is good overall, with some very good features, and this promotes consistently good learning over time. Teachers across the school have good understanding of



how to teach reading and writing. They make sure pupils know what they are expected to learn and how this links with what they have learnt previously. The principles of the National Literacy Strategy have been implemented effectively. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In a very good Year 2 lesson, the teacher demonstrated good knowledge and understanding of the subject and used very good questioning techniques and clear explanations. She actively involved pupils in the lesson and applied good pace and liveliness to their learning of the difference between the written and spoken word. She effectively based her teaching on the big book, 'This is the Bear'. Pupils in this lesson learnt well and showed a good recall of the story. Most teachers use suitable methods and strategies to develop good listening and improve pupils' concentration and the pace of work in most sessions. They capitalise on pupils' interest in the subject, and this makes a good contribution to learning. Most pupils are attentive, and eager to answer questions and join in class discussion. Teachers have very good relationships with pupils and encourage good manners and social skills. In all lessons, pupils behave very well and concentrate on their work. Teachers set appropriate standards for the majority and maintain a good level of support for pupils with special educational needs. The marking of pupils' work is very helpful as most teachers are aware of good practice, make constructive comments and give suitable guidance to pupils on how to improve their work.

82. The management of the subject is good. There is a systematic programme of monitoring teaching and learning. The literacy co-ordinator is aware of the strengths and weaknesses in the subject and there is appropriate emphasis to address the weaknesses, particularly in writing through effective forward planning. The procedures for assessing pupils' progress are good, and the results of all tests are effectively analysed in order to set appropriate targets. Useful additions have been made to resources in classes to support the implementation of the literacy strategy. There are sufficient books, both fiction and non-fiction, in the school library.

## **MATHEMATICS**

83. Pupils aged seven now reach an above average level compared to all schools nationally. The results for the highest attaining pupils are also above average. Pupils with special educational needs make good progress in small classes or groups, with the effective support of teaching assistants. The extra support for those who are close to average ability makes sure that they have every opportunity to succeed. The overall standards have risen since the last report when they were judged to be below average, and there is no difference between the standards attained by boys or girls.
84. Attainments have risen because the National Numeracy Strategy has been effectively planned and implemented, and assessment procedures, which were adequate at the time of the last inspection, are now being used well to make sure pupils progress. Lesson plans now match work to pupils' abilities so that all are better challenged both by the content of the work and by the improved quality of teaching. The subject is well led and managed by the subject co-ordinator, and there has been good strategic input by the senior management team in successive school improvement plans. Consequently, the school has made good progress in this subject since the last report and there are no major outstanding issues remaining.
85. Mathematics teaching is now well organised and good. Pupils are placed into three ability groups in each class based on a computer analysis of each pupil's knowledge and skills and further teacher assessments. Work is then planned at three different levels in each numeracy lesson with different resources to match the tasks. Pupils with special educational needs, and other pupils who work at a slower pace, are given further support from well-trained assistants. As a result pupils make good progress.
86. By the age of seven all pupils have completed a substantial volume of work whatever their ability. Higher attaining pupils work confidently with numbers to 1,000, know their 2, 5 and 10 times tables, collect information and represent this in graph form, draw symmetrical shapes

and use their mathematical knowledge and skills in everyday situations. Average ability pupils cover much the same ground at a slower pace and with smaller numbers. They are confident with numbers to 100 by the end of the year, but at the beginning of Year 2 they are still working with numbers to 10. They learn their 2, 5 and 10 times table too but their recall of these is not as confident. Shape and graph work is very similar but less is completed. Lower attaining pupils work with smaller numbers and easier tasks matched to their ability; they need extra number apparatus and the support of learning assistants to help them complete the work. For example in a good lesson in Year 2, three ability groups worked on three different tasks. The higher attaining pupils solved their number sorting task with noisy enthusiasm and were very competitive. The average ability pupils counted and recorded their answers very well and completed the task in full. The lower attaining pupils worked well with a learning assistant to practise sorting out the digits in numbers up to 100. The opportunities for pupils to use their improved mathematical skills in other subjects, especially in science, are limited.

87. The good quality teaching throughout the school shows similar strengths. Lessons are planned well to meet the needs and abilities of all pupils so they learn at a lively pace and at the right level. Pupils' enthusiasm and confidence are high because they are successful. Teachers guide them skilfully by the use of sharply directed questions, clear explanations and the very good use of praise and encouragement. The learning atmosphere is calm and purposeful, not only because the pupils are well behaved, but also because the teachers are confident and knowledgeable about the numeracy strategy and the best way to organise lessons. Relationships in all classrooms are very good. This is reflected in the way the skilled learning assistants and special needs teacher work successfully with pupils, sometimes in the classrooms, at other times in the SEN area, as valued members of the teaching team. Homework is set regularly to add to what has been learned in lessons.
88. The National Numeracy Strategy has been introduced successfully; more pupils reach a higher standard than at the time of the last report and good assessment procedures are in place. Teaching is now monitored well whereas it was not done so previously. The co-ordinator, with the support of her colleagues, is leading and managing the subject very effectively.

## **SCIENCE**

89. The attainment of pupils in science at seven years of age is below national expectations. Pupils do not yet have sufficient skills in considering the evidence arising from investigations and experiments they have carried out so that they can draw simple and valid conclusions. However, their knowledge and understanding of scientific ideas are approaching what are expected for their age. Teachers' assessments of pupils' attainments in science show that for the last two years these have been below the national average. The percentage of pupils who were judged to have achieved standards higher than the level expected for seven year olds was well below average compared with national statistics. Compared with the last inspection standards have fallen. Although it was not possible to observe any science lessons for seven year olds because none were on the timetable for the week of the inspection, evidence has been obtained by scrutinising samples of pupils' work carried out in the current and previous terms. Evidence was also obtained by observing lessons for younger pupils.
90. School assessments show that higher attaining pupils are not being challenged sufficiently and as a result only a small percentage achieved a higher level by the end of Year 2. However, since the last inspection the school has successfully raised the attainment of boys in science. This has been achieved by providing opportunities for pupils to work in different groups and by providing more interactive activities.
91. Pupils complete a number of scientific investigations but need much support to carry them out. Pupils are becoming familiar with the four steps of an investigation and the class teacher helps them to decide what it is they want to find out and how they will do it. Considerable help is provided so that pupils know how they can record what they find out and also with explaining

what they had found out. For example, Year 2 pupils had previously carried out an experiment to find out the hottest part of the classroom. They all did this by putting ice cubes in different parts of the room to find out where they melted the fastest. There was no provision for pupils to suggest and carry out their own ways of finding out the answer. Pupils are not encouraged to become independent in their learning and opportunities are missed for pupils to record the results in their own way. In addition, there are not enough opportunities for pupils to participate in scientific investigations so that they can learn about different ideas at first hand.

92. Seven year old pupils are able to classify food into different groups such as meat, fruit and vegetables. They can also sort animals successfully, according to one of two selected categories. For example, pupils can sort animals according to whether they have horns or not and produce a block graph of the results. This provides good experience for understanding how animals and plants are classified. They can also construct an electrical circuit using wires, batteries and bulbs, as well as describe some of the forces that are operating when a person moves forward on a skate board. Younger pupils are developing a satisfactory understanding of how sound is made in many ways and that it has many sources. They also understand that when the source gets further away the sound gets fainter. Pupils have a satisfactory knowledge and understanding of most of the requirements in the National Curriculum in science with the exception of work connected with experimental and investigative science.
93. The quality of science teaching is satisfactory, with positive factors outweighing the negative ones. Planning is good and the aims of lessons are shared with the pupils at the start of each session, enabling them to focus clearly on what they are expected to know, do or understand by the end. Instructions given by teachers are clear and enable pupils to know exactly what they are expected to do and this contributes positively to the pupils' productivity and pace of working because there is no time wasted on clarification of the tasks. There is a good rapport between teachers and different classes, which promotes a good sense of security and a calm atmosphere in the classroom that results from well-behaved pupils. Teachers deploy classroom assistants effectively to support pupils' learning. Good teamwork enables a consistent approach to pupils' learning when they work in small groups during lessons. However, teachers do not assess pupils' attainments in science sufficiently frequently in order to use information to plan future lessons so that the needs of the pupils may be met.
94. The science co-ordinator monitors the teaching of science lessons, to improve the quality of teaching. Feedback about the strengths and weaknesses of the lessons is given in order to show teachers how they might further improve their lesson. Planning is also monitored to make sure that the required coverage of the science curriculum is carried out. The school has taken the step of arranging the timetable so that science lessons are provided every day for blocks of periods during the term. The school feels that this is beneficial for pupils' learning because new scientific ideas can be introduced and taught over an intensive period of time. This is a sound approach but because science lessons continue throughout the whole of the afternoon, both before and after the break time, many pupils become bored and restless in some of the lessons. This does not help pupils' concentration and enthusiasm and, as a result, their learning is not as effective as it might be.

## **ART AND DESIGN**

95. Only one lesson was seen during the inspection but the good range of work seen and scrutiny of teachers' planning confirm that the subject is well established for all classes. The collection of pupils' work and sketchbooks shows the school's present emphasis on the development of skills. Throughout the school pupils are developing their understanding and use of different art and design skills and media, and often achieving standards above those expected for their age.
96. Teachers plan the work thoroughly, making use of the new national guidance to ensure skills are developed systematically. Pupils in Year 1 used small pieces of tissue paper to explore

and create shades of green, blue and purple when creating a tile for the class collage. They successfully explore printing techniques using their hand and fingers to create patterns. They have applied their knowledge well to a collage of a spring flower. They placed the pieces carefully to intensify the colour by overlapping the petals. In their sketching and drawing, pupils use pencils and pastels well. Their drawings show good qualities of shape and increasing attention to detail.

97. The quality of teaching is good. Lessons are well planned and build on the work of previous sessions. Pupils' work on two-dimensional designs that they plan to print shows good development of thinking and skills. Pupils made good progress in their ability to identify ways of improving their work as a result of the teacher's very good emphasis on evaluation. Pupils really enjoy themselves and their interest leads them to new insights, for example, "The more I try, the better I get at art!"
98. The school is committed to improving the quality of the art and design curriculum and the quality of teaching. Since the last inspection, teachers have attended training to improve their own skills and understanding of art and design. This has enabled them to establish art and design within the whole curriculum and provide pupils with an appropriate range of experiences. The school is now following a structured programme of work, which they plan to review and adapt to the specific needs of the school over the course of the current term.

## **DESIGN AND TECHNOLOGY**

99. Design and technology was timetabled in only two classes during the inspection. However, evidence from pupils' previous projects was available. Teachers' planning confirms that the subject is well established in the curriculum for all classes. The work seen indicates that pupils across the school make good progress in the development of their skills, knowledge and understanding and that standards are similar to those of the last inspection. By the age of seven pupils achieve standards that are at least in line with those expected for their age.
100. Pupils experience a suitable range of practical tasks, materials and techniques. They use pictures and words to explain their ideas and designs and to evaluate their work. Pupils develop good skills in cutting and shaping materials and use a variety of ways to assemble the different parts. They investigate different ideas before designing and making the final product. For example, they have built vehicles from a variety of materials such as Meccano, and two-dimensional versions with moving wheels attached by paper fasteners. Their model vehicles are well designed and made. Pupils used their skills of measuring and drawing to cut axles to size. All models rolled along successfully. Much thought had gone into the design of their vehicles.
101. The quality of teaching is good. Planning for pupils' learning is good and systematically builds pupils' knowledge, skills and understanding. Teachers make good use of resources to stimulate pupils' interest and there is a good balance between direct teaching and pupils exploring and finding out things for themselves. For example, all pupils had hands-on experience of making a shadow puppet that was to illustrate a story they had read in their geography topic. The opportunity for pupils to work in pairs and groups contributes to their social development, as they learn to take turns and discuss their findings and ideas. Teachers closely monitor pupils' work and provide good support for all pupils. Pupils who have special needs or require extra help are well supported by learning support staff. As a result these pupils grow in confidence and make good progress in their work.
102. The design and technology co-ordinator leads the development of the subject effectively. She has improved the range of resources and tools since the 2000 inspection. The curriculum guidelines provide good support for teachers. The co-ordinator has developed sets of resources for each of the units of work. This ensures that both teachers and pupils have the right tools and materials for the work. Assessment is well organised and the co-ordinator monitors standards through the displays of pupils' work.

## **GEOGRAPHY and HISTORY**

103. Standards of achievement in history and geography are in line with the expected levels by the age of seven. Work in both the subjects is planned around a two-year cycle of half-termly topics. There is a coherent long-term overview of topics and the school has adopted national guidance that supports teachers' planning more effectively.
104. During the course of the inspection geography was only being taught in Year 2 classes. The judgement on standards is therefore drawn from additional evidence. In both history and geography the amount of work seen in books is sparse and of uneven quality. Valuable opportunities to extend pupils' thinking, for example through evaluating historical evidence and to develop their writing through subjects other than English, have not been sufficiently emphasised. The way in which the amount of time devoted to these subjects is allocated throughout the year does not allow for an even progression in skills and understanding.
105. In Year 2 most pupils demonstrate a developing understanding of the past and a sense of the passing of time. They show this by their ability to sequence events and objects. For example, the younger pupils learn about the Great Fire of London and Remembrance Day in order to sympathise with others and learn how events have shaped the world in which we now live. Pupils in Year 2 study the lives of famous people, for example, Mary Seacole and Florence Nightingale. Most pupils demonstrate adequate knowledge of how people's lives were affected by World War II. They are developing confidence in the correct use of words and phrases that relate to the passing of time. Pupils investigate how their toys compare with those of a long time ago. They have previously worked on timelines using old and new teddies, and sequence pictures of young and old as part of the topic 'growing-up', with good links to personal and social development as well as science. Pupils talk about journeys to the seaside 100 years ago. They ask sensible questions about cinemas, piers and donkey rides on the seaside holidays. They have suitable opportunities to enquire, sort information and identify similarities and differences, using series of photographs.
106. In geography younger pupils demonstrate suitable knowledge of their own locality and its main features. As part of their topic 'India', Year 2 pupils learn about life in Jodhpur and compare it with their own locality of Cam. They also learn to identify, accurately, how it is changing over time. They successfully compare the schools, shops, and homes of rural life in an Indian village to that of their own local village life. Pupils show great enthusiasm in the topic. There are examples of some pupils using the Internet for research work on India and many have brought books and artefacts from home to add to the stimulating class displays. Most pupils have limited skills in the use of information sources, such as books, maps and plans. Their enquiry skills are developing steadily.
107. The quality of teaching in geography lessons is good. Teachers have good subject knowledge and understanding. They plan very well and their lessons are based on clear aims of what pupils will learn. Teachers use appropriate methods and effective questioning, and this was noted in all lessons on 'India'. Pupils' attitudes to learning are always positive and they enjoy the tasks that always provide appropriate challenge. They are eager, work with enthusiasm and collaborate well. In lessons, pupils' learning was further stimulated with the use of soft Indian sitar music playing in the background. Teachers use praise and encouragement to very good effect in lessons. Pupils were interested and inquisitive in all lessons. They were thoroughly amazed at seeing one of the school staff dressed in a sari, and asked good questions about the Indian costume. Their fascination knew no bounds when this beautiful costume was unfolded gradually to reveal the very long length of fabric. Pupils are excited by learning, behave well and listen attentively as a result of the clear expectations of work and their stimulating approach in lessons.

108. No lessons were observed in history. However, the analysis of pupils' work indicates that they have very positive attitudes and responses in history. They show keen interest in finding out about how people lived in the past and how things have changed over time.
109. The teaching of geography and history makes good links to other subjects such as mathematics and English. Class discussions improve pupils' speaking and listening skills and extend their vocabulary.
110. The available resources in geography and history are satisfactory. There are maps of different scales, globes and atlases. The school has some reference books and materials, but very limited artefacts in history. The co-ordinator for both history and geography is very experienced and knows what needs to be done to further develop both subjects, and manages the subject well. The monitoring of standards is not fully developed yet. There are no consistent procedures for assessment of pupils' progress in both subjects. Resources are well maintained and organised. Pupils are able to benefit from regular visits to local places of interest. Visitors such as the one linked to 'Anglo-Saxon' learning involved pupils in building a roundhouse, making mats from rushes and lights from clay and lard. This brought history alive for these young learners.

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

111. The provision for ICT meets the statutory requirements of the National Curriculum. Pupils' standards are in line with the expectations for their age. This is an improvement on the position at the last inspection. ICT is used to good effect in different curriculum areas. Opportunities for pupils to use a range of ICT equipment and software have now been established throughout the school and pupils' progress has improved as a result and is now satisfactory.
112. By the end of Year 2, many pupils know and can name different parts of the equipment. Most pupils can use the mouse with confidence to load and select various functions in order to draw different patterns with colour using an art package. Many are able to use simple software to enhance their numeracy learning, and they can input text into a word processor and draw using different software packages. Many can store data gathered from other pupils and present that information in the form of a simple graph.
113. Progress throughout the school is satisfactory. The co-ordinator has made a considerable impact by making software training available to other teachers and giving them generous amounts of support, and the planning that is in place to use the newly formed computer suite is impressive. Teachers have sufficient knowledge to make their use of ICT meaningful. The school has begun to use the national guidance to offer support to those staff who are not skilled in the use of computers in the classroom.
114. Pupils' attitudes and behaviour are good. In the one lesson seen, the teacher's good knowledge of the subject and clear explanations enabled pupils to make good progress in their learning. The way in which pairs came together for their lessons and worked very co-operatively on using the computers was impressive.
115. The co-ordinator is very keen and enthusiastic and has a very good idea of where the school needs to focus in the immediate future, and her leadership of the subject is good. There are now sufficient, good quality computers in the school, each with a printer, to meet the needs of the National Curriculum. The school has good strategies to ensure that the Internet, when used, is well monitored and an appropriate additional source of information.

## **MUSIC**

116. By the age of seven, standards are in line with those expected of pupils of this age. However, pupils' singing is better than might be expected for their age. This is an improvement on the judgement made at the time of the last inspection, especially in the area of singing. The school has successfully made it a priority target to raise the standards in singing across the school. In music lessons, the singing was of a particularly good standard and pupils thoroughly enjoyed taking part. The singing was joyful and well pitched, and the diction was good.
117. Since the last inspection the school has worked hard to raise the standards in music and now pupils of all levels of ability make good progress. The co-ordinator's help and the purchase of a commercial music programme provide useful support to teachers. As there are no specialist musicians on the staff, teachers have found the support of the music programme resources an essential aid to teaching and learning in music. Pupils have become used to singing along with taped music and have made good progress in being able to count rests in the music and join in the songs at the exact moment they start again. Teachers sing unaccompanied to teach the words and melody of a song to their pupils and this is an effective way of enhancing their relationship as well as their singing.
118. The range of lessons ensures that pupils are able to develop their skills in performing and composing, and listening and appraising. For example, one Year 1 class was exploring the sounds of different musical instruments. This entailed deciding whether the instruments made a long or short sound and how they could change the instrument to play longer or shorter notes. In another class they were listening and appraising different sounds to simulate everyday sounds. This was particularly well done.
119. The teaching is good and sometimes very good. In the most effective lessons the success was due to good planning, good pace of the lessons, a range of interesting activities, and high expectations. As a result, pupils enjoy their music sessions and behave well in class. The school produces and performs a variety of productions and there are photographs showing the costumes and scenes from these. A music teacher comes into the school to enable pupils to learn the violin. Their enthusiasm was a joy to see.
120. The music co-ordinator manages the subject well and monitors the planning, teaching and learning in the classrooms, which enhances the progress pupils make. Resources are sufficient and of satisfactory quality. Visitors to the school have included a string quartet and a drumming group. Pupils are able to gain valuable experience of live performance from these visits.

## **PHYSICAL EDUCATION**

121. Levels of attainment in physical education meet expectations for seven year olds in gymnastics and dance. No games lessons were observed owing to the arrangement of the timetable so it was not possible to make a judgement on this aspect of physical education. Attainment since the last inspection has been maintained.
122. During gymnastics lessons, pupils show a good sense of balance when jumping off items of apparatus. Most also finish gymnastic movements well by spreading their arms, straightening their legs and ensuring that their fingers and toes are flexed, showing that they have been taught well. They are also creative and have the ability to think carefully when challenged to travel on the floor in different ways when they move from one piece of apparatus to another and when they move along benches or climb on to the equipment. During movement and dance lessons, pupils move satisfactorily at different levels whilst physically expressing aspects of a story on which the lesson is based. Younger pupils have a good awareness of space in the hall and move about at different speeds, assuming different shapes whilst they travel along. Most pupils are used to moving fast and working hard during lessons and show a satisfactory degree of fitness.

123. The quality of teaching good. Teachers provide very clear instructions, focus very clearly on what they expect pupils to do and provide a good level of challenge for pupils to improve their skills. Lessons are well managed and carefully planned, building well on pupils' attainments during previous lessons and having a good impact on their progress. Lesson planning is good with different parts of the lesson linked carefully together. This gives a cohesive quality that is focused very clearly on pupils acquiring or practising skills. For example, the warm-up session in one good lesson for younger pupils was very clearly connected with the main body of the lesson. Pupils, for example, warmed up their muscles by travelling round the hall quickly, and at various commands they were asked to assume positions that were either 'tucked' or in 'stretched' shapes. This linked very well to the main part of the lesson in which the aims were to teach pupils to roll in either an enclosed or long shape. Teachers manage pupils' behaviour very effectively during lessons and as a result the pace of working is good. Expectations of what pupils can do are high and pupils acquire new skills quickly and concentrate well during lessons.
124. The physical education co-ordinator works hard and leads the subject well. She monitors teachers' planning carefully to ensure that the curriculum is covered well, supports other members of staff by providing advice, liaises frequently with the junior school staff, produces detailed reports for the governing body and observes other teachers' lessons. The policy and scheme of work are urgently in need of review so that teachers who lack confidence with this subject can be provided with a clear basis on which to plan lessons and with a good framework so that pupils can develop physical skills systematically. Following the present inspection physical education will be a school focus so that the co-ordinator can have an opportunity to formally discuss the school's provision with colleagues and to subsequently re-write the policy and introduce a new scheme of work. The school provides good arrangements for extra-curricular, sporting activities. Gymnastic sessions are provided in the autumn term, country dancing takes place outside of lesson time in the spring term and athletics is arranged for the summer months. The school also provides opportunities for pupils to receive swimming lessons. This is not a requirement of the National Curriculum for infant pupils and is a very useful additional provision.

## **RELIGIOUS EDUCATION**

125. By the time they are ready to transfer to the junior school, pupils' attainment in religious education is above the expectations of the syllabus taught in local schools. This is an improvement since the previous inspection when pupils' attainments were in line with the expectations of the syllabus. The achievements of the pupils are very good. Advice and guidance provided by the co-ordinator have had a significant impact on maintaining the good standards of pupils' attainment.
126. Pupils have a good knowledge and understanding of Christianity and Islam. They have a good awareness of the qualities necessary to be a good friend to someone and relate these well to Jesus' character. They know, for example, that Jesus was forgiving, truthful, helpful and generous and try to use such qualities as an aim for themselves when interacting with others. They have a good knowledge and understanding of the various Christian festivals such as Christmas, Easter and Harvest. Most pupils can answer questions correctly about Mary and Joseph's journey to Bethlehem, their accommodation when they got there and the Angel Gabriel's visitation. They visit the local church frequently and learn successfully about the reasons for infant baptisms and marriages and compare the features of Christian churches and mosques. Pupils have a good knowledge of the five pillars of Islam. They understand that Muslims must believe in Allah, pray five times a day, give money to the poor, fast during the hours of daylight in the time of Ramadan and once in their life make a special journey to Mecca.
127. The quality of teaching is good. Teachers use artefacts effectively to promote interest and to enable pupils to learn well. For example, during one good lesson in Year 2 about the religious



practices of Muslims, the teacher brought the lesson to life by enabling pupils to examine prayer mats, a Qur'an and a Qur'an stand. Under the guidance of the teacher they were able to look closely at Arabic script and discover that it is written from right to left. Pupils listened to a recording of the Muslims' call to prayer and listened to an explanation of what happens. As a result they experienced vicariously the feeling of being called to pray and examined at first hand a Muslim prayer mat together with its compass to point the way to Mecca. Teachers plan lessons thoroughly and share the aims of the lesson with pupils. This enables pupils to have a clear idea of what is expected of them and to remain focused throughout the lesson. Teachers encourage pupils well and manage their behaviour very effectively. This provides a hard-working ethos and a good pace to the lessons. Visits, such as the one by a travelling theatre company, provide very good learning experiences for pupils. For instance, every pupil was involved in a dramatic presentation of the Easter story. They participated closely in the play and learned very effectively indeed about the events leading up to and during Jesus' crucifixion. Teachers' knowledge of Christianity and Islam religions is good. This provides a confident approach during lessons and leads to pupils acquiring knowledge and understanding quickly and easily.

128. The co-ordinator for religious education leads and develops the subject well. She monitors teachers' plans at the beginning of each half term so that she can check that the requirements of the agreed syllabus are being covered during lessons. Three lesson observations are carried out every term to ensure that the quality of teaching is maintained. The school has a good collection of artefacts to support effectively pupils' learning of the Islamic faith. The collection of items to support pupils' learning of Christianity is not as well developed and a wider range would enable pupils to have an even greater knowledge of the Christian religion.