

# INSPECTION REPORT

## **QUEENBOROUGH FIRST SCHOOL**

Queenborough

LEA area: Kent

Unique reference number: 118345

Headteacher: Mr A W Jenner

Reporting inspector: Mrs A Dawson  
11608

Dates of inspection: 7<sup>th</sup> – 10<sup>th</sup> October 2002

Inspection number: 247876

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Edward Road Queenborough Kent
Postcode:	ME11 5DF
Telephone number:	01795 662574
Fax number:	01795 581200
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Morgan
Date of previous inspection:	January 1998

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Mrs A Dawson	Registered inspector	Mathematics Information and communication technology Art and design Design and technology Geography Educational inclusion, including race equality English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
8992	Mr J Vischer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22522	Ms M Warburton	Team inspector	English History Music Special educational needs	How well is the school led and managed?
22790	Ms J Pinney	Team inspector	Science Physical education Religious education Foundation Stage	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Ltd  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Queenborough First School is a large first school for children from three to nine years of age in the village of Queenborough on the Island of Sheppey. It mainly draws its pupils from Queenborough and Rushenden; a minority of pupils come from other villages on the island. Most pupils have attended the nursery attached to the school before they start in one of the reception classes in the year they become five. Pupils enter the nursery with a broad range of attainments. In general their social, language and mathematical skills are well below average. Despite the good progress made on entry to the reception classes, pupils' attainments are below average. There are 246 pupils on roll in full-time education; of these 120 are boys and 126 are girls. They are grouped in ten classes. In the nursery 92 children attend on a part-time basis from the age of three. Thirty-seven per cent of pupils are on the register for special educational needs. Most of these pupils have language and learning difficulties. This is above the national average of 23.7 per cent. Six pupils have a statement of special educational needs, which is above average. Six pupils with a statement of educational needs are admitted annually each year under the local education authority's Key Scheme Project. Twenty-six per cent of the roll is eligible for free school meals. This is above the national average of 18.6 per cent. All pupils are of white European origin except for three Chinese pupils who are learning English as an additional language. The school has a mobile population, with 20 per cent of pupils leaving or joining the school at other than the normal times. The characteristics of the school are broadly similar to those reported at the time of the last inspection in 1998.

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

This is an effective school that promotes good achievement and equality of opportunity. Pupils have very good attitudes to work and relate very well to one another. The school is well thought of by the parents and the community. The headteacher provides very good leadership. He is fully supported by a committed hardworking staff and a supportive governing body. Because the quality of teaching is good, pupils achieve well overall and very well in history, where standards throughout the school are above average. The school gives good value for money.

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

- Pupils achieve well in reading and writing, mathematics and science by Years 2 and 4. Pupils achieve very well to attain standards above the national expectations in history.
- There is very good leadership by the headteacher and the school is managed well, with a shared commitment to improvement from a hardworking staff and a supportive governing body.
- The quality of teaching and learning is good.
- The provision for pupils with special educational needs is very good. The teaching assistants make a very good contribution to pupils' learning.
- The school takes very good care of the pupils.
- Very good provision is made for pupils' spiritual, moral and social development.
- There are very good relationships within the school between pupils and between the staff and pupils.

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

- Teachers' planning and organisation of the curriculum in the reception classes.
- Attainment in reading, particularly that of the boys.
- The provision for: marking of pupils' work; teachers' use of the assessments made of pupils' progress; pupils' independent learning skills; the development of pupils' speaking skills.

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

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

The school has made good improvement since the last inspection in 1998. The key issues from the last inspection have been resolved, apart from consistency in the marking of pupils' work to inform them how to improve. This is still an area for development. There has been good improvement in standards in art and design, science and information and communication technology (ICT). Leadership, teaching and learning and staff teamwork have all improved. The quality of the curriculum, the partnership with parents

and of the provision for pupils' spiritual, moral, social and cultural education is better than it was at the time of the last inspection.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	2000	2001	2002	2002	
reading	D	E*	D	C	well above average A above average B average C below average D well below average E very low E*
writing	E	E	B	A	
mathematics	E	E	B	A	

The results of the national tests in 2002 show improved performance in all subjects but especially in writing and mathematics. Pupils' attainment in writing has risen from well below average to above average. Over the last five years overall, the pupils' performance has fluctuated according to the percentage of pupils with special educational needs in Year 2 taking the tests, and no significant trend emerges. However, the standards are notably better in 2002 in comparison with results from other schools in similar contexts. Standards are well above the average for similar schools in writing and mathematics. This reflects the commitment and success of the school in raising standards.

Pupils achieve well. By the end of their year in the reception classes, despite good progress in the nursery and sound progress in the reception classes, most pupils are attaining just below the expected early learning goals. By Year 2 pupils have achieved well and are attaining standards in reading, writing, mathematics and science. The current groups of pupils in Year 4 are also achieving well. However, standards in English, mathematics and science overall are below the nationally expected standards because approximately 50 per cent of the pupils have special educational needs in this year group. The school has continued to be successful in raising pupils' attainment in writing and reading, especially that of the boys in this academic year. However, reading remains a focus for improvement as, overall, boys are still not attaining as well as girls. All groups of pupils of varying abilities make good progress, including the few pupils who are learning English as an additional language. The good quality teaching and learning and the pupils' enthusiasm for learning are significant factors in raising standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They concentrate well during lessons because they enjoy school and find their lessons interesting.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and in and around school. Pupils are welcoming and polite to visitors.
Personal development and relationships	Very good. Pupils respect the views of others and play and work happily together.
Attendance	Satisfactory. Most pupils have good attendance. They are punctual and arrive on time. Despite the good efforts of the school, a minority of pupils with poor attendance restricts the overall attendance for the school.

The positive approach by the school towards encouraging pupils' good behaviour, positive attitudes to work and respect for self and others, is central to its aims and values. This is a happy community where the pupils' attitudes to learning are a major contributing factor to their good achievement.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. The very good relationships within the school promote the pupils' learning effectively. Strong emphasis is placed on teaching the basic skills of reading, writing and mathematics which are taught well. ICT is taught effectively through all subjects. Teachers work successfully together, sharing their expertise and using time and resources to best advantage. In the third of teaching which was excellent or very good, the teachers applied the methods advocated in the National Literacy and Numeracy Strategies and used a range of other teaching methods to make lessons interesting in order to maximise pupils' learning. Where teaching and learning are satisfactory, lessons are not as well organised and pupils learn at a slower pace. The staff take care to include all pupils fully in lessons and all other aspects of school life and choose visual teaching methods which particularly help those pupils who are learning English as an additional language and those who have difficulty in reading to make good progress. Individual targets are set, to help pupils of differing attainments make good progress throughout the school. However, teachers' use of assessment to help pupils attain their individual targets and the quality of their marking to show pupils how to improve their work are inconsistent. These are areas for development. Although lessons are well taught overall, there are few opportunities for pupils to develop their own research to become independent learners or to speak at length about their work. Pupils with special educational needs, including those pupils with a statement of special educational needs and those needing individual tuition or who work better in a small group, make very good progress. This is because they are helped by skilled teaching assistants who make a very effective contribution to pupils' learning. In the nursery and reception classes, pupils make good progress overall. Their progress is better in the nursery because the curriculum and teaching are very well organised for the children. In the reception classes the curriculum and the teachers' lesson planning are satisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for pupils throughout the school provides a broad and rich experience. There is a very good range of extra-curricular activities for a school of this size.
Provision for pupils with special educational needs	Very good. The teachers identify learning difficulties early. The pupils make very good progress in class mainly because of the skilled help they receive from the teaching assistants.
Provision for pupils with English as an additional language	Good. Pupils are helped well to make good progress and are included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' spiritual, moral and social development and good provision for pupils' cultural development. Pupils are prepared positively for living in a diverse society.
How well the school cares	The school takes very good care of the pupils. There are excellent procedures to promote pupils' good behaviour. Procedures for

for its pupils	assessment overall are good. Successful procedures are applied for child protection.
----------------	--

The school has a very good partnership with parents. Most parents are very appreciative of the care given to their children. A minority of parents help the school with fund-raising activities and help their children learn at home.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership. The school is managed well. The staff work very well together as a team and share very good commitment to improvement.
How well the governors fulfil their responsibilities	The governing body is supportive of the school and has a good overall view of its priorities. The new chair of governors has made a good start by helping the school to improve the accommodation.
The school's evaluation of its performance	Good. The school evaluates its performance through careful monitoring of test results and individual achievements. There are good procedures for monitoring teaching and learning.
The strategic use of resources	Good. The principles of best value are applied when the governors commit to expenditure. The school now has a sharper focus for spending to bring about school improvement. However, the impact of spending is not fully evaluated.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That their children make good progress and achieve high standards.</li> <li>• That the school is well led and managed and that parents feel welcome in school.</li> <li>• That behaviour is good and their children enjoy school.</li> <li>• That the quality of teaching is good and pupils are expected to do their best.</li> <li>• That pupils behave well and there are good relationships between pupils and staff.</li> <li>• That the school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that their children do not get the right amount of homework.</li> </ul>

The inspectors agree with the positive views of the school held by the parents. The school has a very good partnership with parents. The amount of homework falls within the normal range expected nationally for pupils of this age.



## **PART B: COMMENTARY**

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

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

1. Pupils enter school with a wide range of attainments. Most pupils' attainments on entry to the nursery are well below average in their social and mathematical skills. Many children have language difficulties and they have low attainments on entry to the nursery. In relation to their starting points, most children make good progress in the nursery and satisfactory progress in the reception classes. By the time they leave the reception classes, they are attaining below the early learning goals that are expected nationally of children of this age. The majority of pupils achieve well by Year 2 and by the time they leave school in Year 4. History has a high priority in school and is particularly strong. As a result, pupils are achieving very well by Years 2 and 4 and attaining standards that are well above average.
2. Most pupils now in Year 2 are attaining close to the national averages in writing, reading, mathematics and in science. A few do not attain the expected levels and a small minority exceed them. By Year 4, pupils continue to achieve well. The overall standards in Year 4, however, are below what is nationally expected in English, mathematics and science. This is because approximately half of the pupils in this year group have special educational needs.
3. By Years 2 and 4 in all other subjects, apart from history, pupils are attaining the expected national standards. In religious education pupils attain the expected standards of the locally agreed syllabus by Year 2 and Year 4. The curriculum is well thought out for these subjects and maximum use is made of the time available to help the pupils achieve well.
4. In the 2002 National Curriculum tests and assessments in Year 2, pupils did better in writing, mathematics and science than in reading. When standards are compared with those of other schools in a similar context, pupils attained average standards in reading and did well to attain well above average standards in writing and mathematics. The 2002 results showed good improvement from 2001 in writing and mathematics. The most significant improvement was in pupils' writing. This was the result of a whole-school initiative for improvement. Standards in reading have been identified by the school as a continuing focus for improvement. The current attainment of pupils in reading shows an improvement in standards from the 2002 tests. In reading, overall standards match the national expectation but boys do less well than girls. Pupils listen well in lessons, and carry out their teachers' instructions. They attain standards normally expected for Years 2 and 4. Most pupils, however, lack confidence to talk about their work at length and their skills in speaking are below average. Although pupils are happy and confident learners, the majority need a lot of prompting from the staff to answer questions which demand more than a sentence. There are too few planned opportunities in all subjects for pupils to give explanations and talk at length about their work.
5. In any analysis of the school's results in national tests, caution must be exercised. The proportion of pupils taking the tests who have special educational needs varies from year-to-year and causes wide fluctuations in the overall percentage of pupils' attaining the expected standards in English, mathematics and the teacher-assessed science tasks. This means that it is difficult to predict trends in pupils' attainment in these subjects from the results of the past few years. Additionally, the high turnover of staff and high mobility of pupils has had an adverse effect of the pupils' continuity in learning.

6. The staff have a very good commitment to improving standards and the quality of pupils' work, particularly in reading, writing, mathematics, science and ICT, which have all improved within the last two years. There has also been good improvement in standards in science and art and design since the last inspection, when standards were below average. In history, standards have improved from average to above average. In ICT, expectations of the subject nationally have increased rapidly within the past few years and the staff have worked hard to keep up with the national training and the demands of the curriculum. It is clear from discussions with staff and pupils and a scrutiny of pupils' past work that the school has made improvements in the quality and range of the subject's curriculum. This is because the subject leader has worked very hard to improve the use of resources and schemes of work. The staff work with resources that are barely adequate. The lack of an interactive teaching board and more up-to-date computers in the computer suite limits pupils' attainment to the nationally expected level.
7. The school carefully monitors the attainment of all pupils and works out targets for predicted achievement. Using assessment information from standardised tests and teacher assessments, the staff quickly identify pupils who are not achieving as well as they should. Help is given so that pupils do not slip through the net and fall behind. Although there are no pupils identified by the school as gifted or talented, a very few are higher attaining pupils and they are helped to reach their potential.
8. The pupils with special educational needs, including the six pupils with a statement of special educational needs, are making very good progress. This is because they are given very good help by the teaching assistants. Most pupils' learning difficulties are in literacy or numeracy. They find it difficult to understand or follow texts and to answer questions, to spell accurately or to solve mathematical problems. The teaching assistants are deployed very well and consistently liaise with the teachers to plan their work. The very good relationships that the assistants have established with the pupils are particularly effective in boosting pupils' confidence in learning and prompting them to answer questions. This enables the pupils to succeed in tasks at their own level. It also allows the class teacher to support the needs of others in the class.
9. The teachers help other pupils, including the average attaining and the higher attaining pupils, ensuring they are learning as well as they can. These pupils achieve well overall. However, all groups of pupils in Years 3 and 4 could be stretched further in independent study if there were more opportunities for them to devise their own investigations or carry out their own research. The very small numbers of pupils who speak English as an additional language make good progress. None of these pupils is at an early stage of learning English. By Year 2 and Year 4, their achievement is good. Throughout the school, the staff use visual methods to help the pupils understand the lessons. For example, they introduce lessons with visual stimuli such as pictures or overhead transparencies. Subject vocabulary and the lesson objectives are clearly explained. Good questioning and the constant checking of pupils' learning help the teachers to monitor pupils' progress and rectify any misconceptions.
10. For the last few years the comparisons of boys' and girls' results show that the boys' results have been lower than the girls', in reading in particular. This is still the case, as is found nationally. It mirrors pupils' attainment on entry where the majority of the lower attaining pupils, or pupils who have below average language skills, are boys. All aspects of equality of opportunity are given considerable attention.

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

11. Pupils' very positive attitudes to their work and each other and their very good behaviour are significant strengths of the school and contribute well to the good progress they make. These standards were a strength at the time of the last inspection and reflect the affirming and constructive ethos of the school.
12. Although the children in the nursery and reception classes had been in school for only a very short time, most had settled down quickly and were clearly used to their new routines. Throughout the school, pupils are happy and confident. They work and play very well together.
13. Pupils settle quickly at the beginning of the day, reading or practising spellings quietly during registration. In assemblies some pupils from any year group are ready to put their hands up to answer questions and all sing heartily when they are familiar with the song. This helps create a positive start to the day, when the moral theme is happily learnt. In most lessons pupils' constructive attitude and enthusiasm help drive the lesson forward. Pupils try hard; they are proud of their achievements and ready to talk about them. They are interested in being challenged and happy to be involved in activities. All pupils take pride in carrying out their responsibilities, and many hands shoot up if the teacher is choosing someone for a task. Pupils are confident and a high proportion are ready to take the initiative and approach visitors and engage them in conversation. Pupils are proud of their school and take responsibility for their own learning through aiming for their individual targets. However, progress is limited, older pupils have too few opportunities for independent study, and staff do not always match the learning objectives as well as they could to pupils' individual targets in English. Pupils who have special educational needs have very good attitudes to learning. They respond very well to the support they are given by teachers and teaching assistants, and they want to do well. In a Year 3 mathematics lesson, for example, pupils with special educational needs were keen to answer questions in the whole-class session when they were praised by their teaching assistant and class teacher. Pupils learn well in all subjects and are not afraid to ask for help within the friendly and supportive ethos of the school. This particularly benefits those who are learning English as an additional language, who succeed with help and encouragement from staff and pupils.
14. Behaviour, both in lessons and around the school is very good. Isolated examples of poor behaviour are dealt with quickly. This is reflected in the fact that there have never been any exclusions. There is a prompt and an effective start to the day as pupils enter the school quietly and in an orderly way. Relationships are very good between pupils themselves and between staff and pupils. Pupils hold the headteacher in high esteem and respond well to his inventive whole-school weekly problem-solving challenges. For instance, during the inspection all pupils were challenged to find and record the hidden parrots around the school. This sharpens the pupils' observational skills and provides an opportunity for writing. One pupil with a statement of special educational needs for language difficulties accurately recorded and completed the task. During lessons, pupils unselfconsciously help others and boys work co-operatively with girls and vice-versa in pairs and in groups. At lunchtimes pupils behave well in the dining hall, and in the playground different age groups mix very well together. Pupils on the school council are considerate and listen well to one another, putting hands up patiently and valuing others' interesting suggestions.
15. Attendance is satisfactory. Most pupils have good attendance. The small group of regular poor attenders limit overall attendance for the school to a satisfactory level. The education welfare officer and the family liaison officer, positively working with pupils and their families, are instrumental in encouraging pupils' good attendance. Authorised absences are in line with the national average. Unauthorised absences are

very low and better than the national average. Punctuality is good and lessons start promptly. Standards of attendance were similar at the time of the previous inspection.

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

16. The quality of teaching and learning overall is good. Apart from lesson observations, judgements are also based on a range of other evidence, such as discussions with teachers and pupils, examination of pupils' previous work and displays around the school. This represents a good improvement from the last inspection. Since 1998, the teachers' planning, their commitment to move forward and a sharper focus on using assessment data to identify areas for improvement, have all improved.
17. A particular positive feature of the teaching is the way in which staff build pupils' self-confidence and motivate them to succeed. The methods they use reinforce a happy and fun learning environment where pupils are not afraid to ask questions. For example, in one class a wall poster reads 'I can because I think I can'. Methods employed by the staff, for instance role-playing a favourite story such as 'Little Red Riding Hood', make learning fun for the pupils and motivate them to write. The staff spend a good deal of time formally and informally discussing individual pupils' learning. This information is used well to ensure full coverage of the curriculum and that teaching meets the needs of all pupils so they achieve well. For example, the pupils who are learning English as an additional language make good progress. The effective use of resources, such as pictures and puppets, and visual presentations of the expected learning outcomes, support pupils children well. The very good relationships in the class, the intervention of the staff and the interesting range of activities motivate pupils to learn.
18. The quality of teaching in the Foundation Stage is good overall, with much very good teaching in the nursery. Activities are mostly well planned to provide interesting and varied experiences which the children greatly enjoy. In the reception class, activities, and the balance between activities that children choose for themselves and those that are taught, needs to be better. At present, the curriculum is not well enough organised so that pupils benefit as well as they could from direct teaching. Consequently, the pace of children's learning is at a satisfactory level. The very good relationships between the staff and the pupils through the nursery and the reception classes ensure that children are happy and relaxed. All members of staff take care to include all children in all the activities so that they have full access to all the areas of learning. Staff are encouraging and good humoured in their conversations with children and, when needed, they quietly reinforce the rules, praising and rewarding effort.
19. Teaching assistants make a very positive contribution to pupils' learning, particularly to the progress of pupils with special educational needs. They are very well trained in special educational needs and deployed effectively, guiding groups and helping them make very good progress in their learning. There is a good mix of in-class work and special group and individual tuition, in accordance with the needs of the pupils, as identified in their individual targets. The teaching assistants have their own copies of lesson plans, and make notes on the progress of the children with whom they are working. The constant encouragement staff give to the pupils motivates them to learn, helps to raise their self-esteem and keeps them focused on learning. They accurately record the day-to-day assessments of pupils' progress. This information lets the teacher know the effectiveness of their learning. In an excellent Year 1 lesson, one pupil was highly motivated by his success in 'spelling plan', and the praise he received from the teaching assistant enhanced his self-esteem.
20. The quality of teachers' weekly planning in lessons from Year 1 to Year 4 is good. Schemes of work based on national and local education authority (LEA) guidance

provide details of activities, what pupils are expected to learn and opportunities for them to practise their basic skills in reading, writing and mathematics. Progression in learning is evident in teachers' planning for all subjects. ICT is planned effectively in all subjects. Teachers have a good knowledge and understanding overall of the subjects they teach. They are especially skilled in teaching literacy and numeracy. The National Numeracy and Literacy Strategies have been implemented well. Planning for lessons strives to include all pupils in respect of their individual differences and is devised to meet their needs. The basic skills of reading, writing and mathematics are generally taught well. However, there are too few opportunities for Years 3 and 4 pupils to carry out independent study or to speak at length about their work. The quality of planning has improved since the last inspection as teachers have adopted the national strategy methods in subjects other than English or mathematics.

21. The teaching and learning policy has brought consistency in methods as well as planning. Lesson objectives are shared with pupils at the beginning of the lessons; tasks are planned to three levels of difficulty. Lessons generally get off to a brisk start as teachers quickly recap on pupils' previous learning and share the learning objectives for the lesson with the pupils. Staff monitor pupils' learning well through questioning their thinking and giving support when needed. They manage the lessons very well and are quick to spot pupils who need help. At the end of the lesson the teachers refer back to the learning objectives, questioning pupils to check on what has been learnt to ensure that the learning has been secured. Lessons judged satisfactory do not always maintain a brisk pace and challenge pupils as well as they could. The school's aims and policies all include commitment to equality of opportunity, and this is well reflected in the day-to-day life of the school. Pupils' cultures and backgrounds are acknowledged in lessons and provision is made for pupils to experience a range of western and non-western traditions and beliefs. Reference material in the classes and the school library and access to the Internet help pupils to research world-wide but the teaching does not prompt pupils to research independently.
22. Teachers make satisfactory use overall of information gathered from the assessments of pupils' learning. In English, mathematics and science, they keep detailed records on pupils' overall learning. Pupils' work is regularly monitored by the staff, who agree on National Curriculum levels as they together assess the pupils' work. Data from national and internal tests is analysed for weaknesses, and strategies are put in place to improve pupils' performance. Teachers keep their own pupil records in subjects other than English, mathematics and science. Teachers know the pupils very well and their respective levels of attainment. Most pupils are involved in setting their own personal or group targets to work towards and are clearly focused on overcoming their weaknesses. However, the day-to-day use of assessment is not always clearly focused to match the individual needs of pupils in English. Their work is marked regularly. The teachers provide feedback to the pupils to encourage them, but marking does not always specify ways in which the work can be improved. The marking of work for the youngest pupils is sometimes inappropriate because they are not always sufficiently skilled in reading to interpret and understand the written comments.

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

23. The school's quality and range of learning opportunities are very good overall. The curriculum meets the interests, aptitudes and needs of all the pupils very well. Since the last inspection, the school has improved the quality and range of the curriculum by

ensuring good coverage of all subjects and a wide range of extra-curricular activities. Weaknesses that were identified at the last inspection have been improved. Standards in art and design have been improved by better planning to ensure that all aspects of the subject are covered. In science, higher attaining pupils are now, for the most part, appropriately challenged, which has led to more pupils achieving higher levels of attainment in the subject. Provision has improved in ICT. The curriculum is enhanced through the good number of visitors and visits in connection with topics studied. There is very good provision for pupils' personal development and for pupils with special educational needs.

24. The curriculum provided for children in the Foundation Stage is good overall. Medium-term planning is in accordance with the early learning goals and promotes all areas of learning and development well. Short-term planning is very good in the nursery, where daily learning objectives are clearly focused for each activity and firmly based on the 'stepping stones' that lead to the early learning goals. In the reception classes, teachers' planning does not consistently include learning objectives specifically linked to the early learning goals or allow for the varying needs of individual children.
25. The curriculum for pupils in Years 1 to 4 is very good and fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school provides sufficient time for each subject and ensures good breadth and balance across the curriculum overall. All subjects have policies and schemes of work that are revised regularly and used very effectively to guide teachers' planning. Planning is carefully monitored by subject leaders to ensure good progression through the programmes of study. Medium- and short-term planning is presented to a common format and teachers regularly evaluate how well lessons went and assess whether identified objectives were achieved. When identifying learning objectives for lessons, there is an equal emphasis on imparting knowledge and developing understanding and skills. Teachers who teach different classes of the same year group plan pupils' work together, so there are no inconsistencies in provision. Across the curriculum, time is used very well to ensure maximum opportunity for pupils to learn.
26. The national strategies for the teaching of literacy and numeracy are well embedded into the curriculum, and teachers now operate them effectively, adapting them well so that their planning of topics fully meets the needs of their pupils. The planning for the teaching of the school's curriculum ensures that pupils of all abilities, including those with special educational needs, are given a broad and balanced range of activities which matches their needs and interests.
27. The school makes very good provision for pupils' personal development through a planned programme of personal, social and health education that is well resourced. Issues are dealt with mainly in regular timetabled sessions, but also separately and informally as they occur, and as part of the wider curriculum. Pupils receive good instruction in health and safety matters and are made aware of drugs and alcohol misuse.
28. The curriculum provided for pupils who have special educational needs is very good. They have group or individual targets, and work provided enables them to progress towards them. Pupils are able to access the curriculum through the high levels of support they receive.
29. A very good range of extra-curricular activities provides all pupils with the opportunity to develop new skills and knowledge across a broad range of recreational areas. These include French, mathematics, board games, an environmental club and

sporting and musical activities. Clubs are all well subscribed. Before school there is a well-run and popular breakfast club which provides a good start to the school day.

30. Pupils' learning benefits from very good links with the local and wider community. There are regular visits in connection with curriculum planning, for instance to the National Gallery, the London Science Museum, toy museums and to Queenborough Castle and the dockyard. The school is shortly to receive an award for its successful participation in the national Britain In Bloom competition. As a result of the school's recent collaboration with a local charity and council officials, an action plan has been drawn up to improve the local environment. Local firms offer welcome financial support through sponsorship. Links with local schools are also very good, with regular meetings between schools to share ideas and pool resources.

### **Provision for spiritual, moral, social and cultural development**

31. The provision for pupils' spiritual, moral, social and cultural development has improved since the previous inspection and is now very good.
32. The provision for spiritual development is very good. The school provides an environment where all pupils are valued. Teachers value pupils' contributions in lessons. Religious education makes a significant contribution to pupils' spiritual development, by giving good opportunities to explore personal values and beliefs and their impact on daily lives. For example, as Year 4 pupils learned the parable of The Good Samaritan, they were asked to rewrite it in a modern-day setting. This led to animated discussion about the character traits of perceived role models of present day society. Pupils' spiritual awareness is enhanced through the daily act of collective worship. Lighted candles confirm the reverence of the occasion and pupils are given good opportunity for praise, prayer and peaceful, focused reflection. Other areas of the curriculum are also used well to foster an awareness of the values and beliefs of others and to explore issues that are of concern to them.
33. The provision for moral development is very good. It is very strongly promoted through the caring ethos that is built upon mutual respect. The quality of relationships, both between adults and between adults and pupils, is very good and has a direct bearing on the good attitudes and behaviour of the pupils. All staff provide positive role models and work extremely well as a team, ensuring that the code of discipline is consistently applied. They understand the importance of raising self-esteem through rewards rather than sanctions. This is very effectively enforced by the award system of stickers and certificates in each class, leading to a 'star of the week' and 'star of the term'. Pupils are proud to receive their awards. Pupils who have achieved particularly well in their work or behaviour are especially pleased to receive postcards sent through the post to their homes that display captions such as 'brilliant!' Staff work hard to ensure that pupils are considerate, tolerant of others and help those in need. Across the curriculum pupils learn about models of moral virtue, such as Mother Theresa of Calcutta. Class discussions are used well to build self-esteem and to encourage pupils to consider the needs of others. Pupils' sense of morality develops as they go through the school. By the juniors it is clear that the majority are firmly aware of the difference between right and wrong and are willing to take responsibility for their actions.
34. The school makes very good provision for pupils' social development. The very good provision of a wide range of activities outside lessons is particularly effective in developing pupils' social skills, building confidence in relationships and instilling a sense of citizenship. Staff encourage pupils to be well mannered. This is evidently successful in the good reports received on their behaviour when on visits outside the school and in the way in which they respond to visitors to the school. In addition to the

good number of extra-curricular clubs, to which all pupils have full access, the school operates an important breakfast club which opens up social opportunities in a non-academic setting. Pupils are given good opportunities to work co-operatively and they generally respond well. There are increased opportunities for pupils to exercise responsibility as they become older. For example, reception pupils take turns to act as class monitors, while Year 4 pupils assist with office duties. The school council has only recently been formed, but is already having a positive impact on pupils' social development. Pupils from each year group are given the opportunity to become members of the council and thus begin to engage in the democratic process. A visit to see how the local council conducts meetings has provided valuable insight into the wider community.

35. The provision for cultural development is good. The curriculum makes a good contribution to pupils' cultural awareness. Knowledge and understanding of pupils' own rich heritage are well promoted through geography, history, art and design and music. In addition, pupils are given frequent opportunities to appreciate the art, music and traditions of other cultures. For example, they have been given the opportunity to develop their awareness of major festivals, to watch Caribbean dancing and to see the performance of a Russian theatre group. Religious leaders visit the school to talk to the pupils about their faiths. In order to develop further the understanding of the beliefs and traditions of other countries, the school is in the process of establishing links with a school in Bangladesh. Frequent visits into the wider community are used well to develop pupils' awareness of local culture and their understanding of the richness and diversity of the wider multicultural society, within which we all live.

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

36. The school takes very good care of its pupils. High standards of support and guidance have been maintained since the last inspection. One of the main aims of the school is very successfully achieved in this area. A key feature of the school is the priority that is given to pupils' personal development. From this foundation are generated the very positive attitudes, behaviour and relationships. The introduction of the very good range of policies covering pupils' care and welfare, the integral timetabling of personal, social and health education (PSHE) and the excellent behaviour policy, coupled with its rigorous implementation, have a very significant impact on pupils' self-esteem and their willingness to take a very positive attitude to school life. All pupils are encouraged to do their best to improve their behaviour through achievement awards which are regularly celebrated in assemblies. Pupils discuss and generate their class rules, which they regularly review. Most feel they can talk to staff if a problem arises. A good reward system of team points, which also involves midday supervisors, works well. Isolated incidents of poor behaviour are quickly dealt with. The school's strategy has been successfully further developed by the deployment of a family liaison officer who is already having a positive impact on welfare issues. The recent introduction of the school council enhances welfare provision. Pupils not only generate and follow the development of ideas to improve the school but also are not afraid to air their concerns. For example, as a result of council initiatives, the toilets have been refurbished and the class doors have been painted with their own distinctive colours. This helps the younger pupils to find their way around the school. The provision and activities of the breakfast club provide pupils with a good start with breakfast and encouragement in developing positive attitudes to the school community.
37. Child protection procedures are very good. All staff are made aware of the importance of vigilant and careful monitoring. Health and safety procedures are good in the classrooms. The fabric of the school is effectively monitored by the headteacher, caretaker and a representative of the governors' premises committee. Good first aid organisation ensures that pupils are treated effectively and that their treatment is



monitored. Logs are kept and there are satisfactory procedures to inform parents. Routines for lining-up, going into the school buildings and moving around the school are safe and well organised. Supervision in the playgrounds is very good with several adults on hand. Picking-up arrangements at the end of the day have recently improved with the help of parents. This is very well organised in the nursery.

38. Pupils' attendance is monitored effectively and good attendance is promoted. The school knows the small group of regular poor attenders and works hard to encourage their attendance. The headteacher monitors the registers weekly and calculates a weekly attendance award. Participation in the annual local area award for good attendance strengthens the drive for improvement. There are satisfactory links with the education welfare officer. The family liaison officer works well with the school to resolve attendance issues. There is very good provision for pupils who have special educational needs. They are very effectively helped in lessons by the teaching assistants who, with the staff, continually raise their self-esteem.
39. Procedures for assessing pupils' attainment and progress range from good to satisfactory and are good overall. In the nursery, the record system is clear and manageable and gives staff a well-informed base from which to plan work. Good assessment procedures provide clear indications of children's attainment. These are then monitored well to track progress through the 'stepping stones'. In the reception classes, nursery records, together with baseline assessments, are used by the reception teachers to plan activities. Currently, however, the use of this information to track progress and to plan activities more closely to children's abilities is underdeveloped. The school carries out a baseline assessment when children enter the reception class and this is used to predict children's performance in Year 2 and to target pupils who are in need of additional support. Throughout the school good use is made of statutory and non-statutory tests to assess attainment and to set targets for groups of pupils. Pupils' work is monitored half termly to check on progress, and a progression and assessment planner is in place to help teachers manage assessment activities.
40. Procedures for assessing the progress of pupils who have special educational needs are good. Progress towards targets identified for groups and in individual education plans is assessed at least termly, and more frequently when appropriate. Class teachers and teaching assistants constantly observe pupils in group and individual activities, and make relevant comments in notebooks, which then contribute to assessments. Appropriate records are kept, and these are used in the planning of further targets to maintain progress. The school keeps good records of pupils' progress, using an appropriate computer program, and good use is made of these to inform teachers of pupils' prior attainment when they move to a new class.

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

41. Views from parents interviewed during both the inspection, and the parents' meeting, and from the parent questionnaires are very positive about the education that their children receive. Although only seven parents attended the parents' meeting, about 30 per cent returned the questionnaire, which is a better than average return. All the points on the questionnaire receive a very favourable response except homework; a significant minority of parents are unhappy about how much homework their children receive. However, inspectors judge the quality and quantity of homework to be satisfactory.
42. The school has very good links with parents. Right from entry to the nursery, all members of staff work hard to develop effective links with parents. This helps children

to make the transition from home to school smooth and painless. Parents are very well informed about the day-to-day events taking place in school, their children's progress and the work they do. Good care is taken to ensure that the parents of children who speak English as an additional language receive and understand the information sent to them and translations into Chinese are provided when necessary. All parents receive very good reports about their children's progress at the end of each year which not only highlight achievements but also report well on personal development and very well on attendance. The headteacher's termly newsletters are very useful to parents because they give not only dates for forthcoming events but also dates when class teachers will be available in the classroom for informal consultation. They also receive good curricular information from class teachers about the topics that pupils study. Although they are not well attended, regular workshops inform parents very well about the work their children do in subjects such as numeracy.

43. At the beginning and end of the school day the headteacher is often outside the building to speak to parents. Staff also make themselves readily available, particularly at the end of the school day. This is appreciated by parents, who find the staff accessible and welcoming. Parent consultations are held three times a year, which is very good provision. The school has made considerable efforts to engage those parents who have not attended. Good procedures are in place to inform separated parents. There is good provision of parent noticeboards; the one in the nursery is particularly useful. The school responds positively to parents' concerns and recently improved picking-up arrangements with parents' help. Liaison with parents has improved since the last inspection.
44. The partnership with parents of pupils with special educational needs is good. They are frequently informed about their children's progress. Termly targets are shared with parents once they have been discussed with their children in school. Parents attend annual reviews of statemented pupils, and meet with teachers at termly meetings which are arranged for all pupils. Informal consultation is encouraged.
45. Parents' involvement in the life of the school is good. Parents are involved in the regular fundraising events and also in the additional school-led community events such as the Easter Bonnet Parade. The parent teacher association, although driven by two dedicated members of staff, can always rely on good participation of parents, who turn out for events such as the Fun Day and the well-established annual bulb planting. Monies that have been raised by parents mostly support the purchase of additional curriculum resources. Many parents usually help on school trips but this has been marred recently by the new vetting system of police checks, which has been slow. This has meant that some parents have not been able to go on the trips. The contribution of parents to their children's learning at school and at home is satisfactory. Only a few parents help in the classroom on a regular basis, or in other activities, but they are willing to attend for specific reasons. For example two parents were recently involved in helping to lead a PSHE lesson in Year 2. Parents are invited to assemblies and many attend; they also attend such whole-school occasions as the dedication service for the Memorial Garden in remembrance of a member of staff.

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

46. The headteacher's very good pastoral leadership reflects the school's aims and ensures that the welfare of all pupils is a high priority. He ensures that all pupils have equality of opportunity to participate in all school activities. The aim that pupils should enjoy their work, help and respect one another is evident in the very good relationships that exist within the school. The parents express their confidence in the school's aims with their very positive response to the inspectors.

47. Good educational direction is set for the school. Strengths and weaknesses in reading, writing, mathematics and science are identified and acted upon. Priorities to take the school forward are identified well in the school development plan. The success of the school's priorities is evident in the good achievement of the pupils and the recent rise in standards.
48. The governors fulfil their statutory duties and effectively support the development of the school. The governing body's committees carry out an annual audit of their areas of responsibility, and the whole governing body reviews these in order to set priorities. The progress of the school development plan is monitored termly through the headteacher's reports to governors. Individual governors visit the school to observe at first hand progress in areas such as literacy, numeracy and special educational needs. The chairman has regular and frequent meetings with the headteacher. Other governors visit or work in school. This enables them to establish good relationships with the staff and build up an effective understanding of the work of the school. They are well informed by the headteacher of the ongoing development towards the targets set in the school development plan through his regular and informative reports. The governing body is fully involved in making key policy and planning decisions. The governors have recently been influential in planning new accommodation and securing funding, and in improving the walkway to school for some pupils who come from a neighbouring area.
49. Expenditure is linked well to the priorities identified in the school development plan. The current surplus is being used to help improve the accommodation. The budget is efficiently managed on a day-to-day basis by the headteacher and the school bursar. Detailed and up-to-date monthly information on expenditure and forecasts effectively inform discussion and decision making. The recommendations of the recent financial audit of the school are implemented. The governors and the school seek to find best value for money before committing to expenditure. However, the overall impact of school expenditure is not always evaluated for best value in as much detail as it could be in order to help governors make decisions about future spending. Statutory requirements are met.
50. The school is well managed. The headteacher, deputy headteacher and assistant headteacher work effectively together to identify areas for improvement and to move the school forward. Sensible allocations of management duties ensure the effective use of individual skills and strengths in, for example, the appointment of a bursar to manage the finances of the school. Although the senior management team and development group are relatively new, a strong shared commitment to improve is reflected in all areas of the school's work. This should ensure that improvement is sustained and that the school continues to move forward. A newly formed and representative development group is taking good initiatives to plan future action. This group contributes effectively to the action taken on the priorities set in the school development plan. The management system ensures that the priorities in the school development plan are relevant, reflect the needs of the whole school and are understood by all concerned.
51. The system for performance management is secure and targets are informed by school priorities; this is an integral part of the school improvement process. Since the last inspection the teamwork of the staff has improved. The staff are involved at every stage and are valued for the work they do. Staff morale is high. Procedures for monitoring and evaluating teaching and learning are appropriately timetabled. Apart from lesson observations, most subject leaders effectively monitor their subjects looking at teachers' planning and pupils' work. This enables them to have a secure understanding of strengths and weaknesses across the school. This results in well thought out educational direction that is set to realise the school's aims of providing

education to meet the needs of all pupils. The drive for improvement is linked to supporting the professional development of all staff.

52. The leadership and management of special educational needs are very good. The special educational needs co-ordinator (SENCO) keeps good records of pupils on the register and communicates frequently with all staff, including the speech therapist who is attached to the school. There are secure systems and procedures for identifying pupils with special educational needs early, monitoring their progress and reviewing the provision made. The school is very well staffed to support pupils with special educational needs. Most classes have a full-time teaching assistant who works very effectively with them, assisting their development and progress. The teaching assistants are well trained to work from teachers' plans to support groups of pupils needing most help. The school makes best use of their expertise and promotes their professional development. Most attend in-service training to increase their expertise in particular aspects of education related to pupils' learning or take advantage of degree courses. For example, one assistant works very effectively to support small groups of pupils in ICT. There is no doubt of the success of this strategy or of the quality of the work of the assistants, as the pupils with special educational needs they support are achieving very well overall. There has been a high turnover of staff within the last two years. This has destabilised some classes as recruitment has been difficult. Induction procedures are good and staff quickly adapt to the expectations of the school and their new responsibilities.
53. In the Foundation Stage, the co-ordinator, who is very new to the role, has made a good start to her management of the Foundation Stage of learning. She is hardworking and efficient, with a clear vision for the future. She is aware of the necessity to extend the good practice in curriculum planning and assessment currently found in the nursery to the reception classes.
54. The accommodation is satisfactory overall, with some poor features. The school cannot accommodate physically disabled pupils because of the numerous flights of steps to the teaching areas and the lack of a disabled toilet. Because of the poor quality of the subsoil, the playing field is frequently out of use in dry weather because wide cracks appear that are a risk to pupils' safety. This limits pupils' access to the field and has an adverse impact on pupils' skills in field sports. Year 3 and a class of Year 4 pupils as well as the nursery are accommodated in temporary buildings. The current Year 4 classroom is very small for the number of pupils in the class. This restricts pupils' movement around the class and limits the pupils' large-scale work in art and design, for example. Additionally, pupils' overall well-being is unfavourably affected by extremes of temperature. This situation should be alleviated by the planned building developments soon to be carried out. The majority of the classrooms, however, are spacious and more than adequate for the delivery of the curriculum. In addition, there are several small rooms in which groups can be taught and materials stored. In the Foundation Stage, the resources are satisfactory and all staff work hard to ensure that the accommodation is bright and welcoming, although the cohesion of the Foundation Stage is made more difficult by placing the reception classes at opposite ends of the school building and the nursery unit in the playground. In addition, access for reception children to a safe outdoor area is restricted, limiting the opportunity to use the outdoor environment as a learning resource. The realisation of future plans, however, will improve this situation. The buildings are clean and colourfully illuminated by interesting displays based on curriculum themes. The library space is adequate, but the computer suite is small, which affects class organisation and planning. The accommodation has not improved since the last inspection. The school is adequately resourced overall to meet the demands of the curriculum. However, the small number of computers in the ICT suite and the lack of an

interactive teaching board are limiting the attainment of the pupils to a satisfactory level.

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

55. The governors, headteacher and staff should:

1) Raise pupils' attainment in the reception classes by:

- (i) organising the curriculum and teachers' planning in the reception classes so that it effectively builds on pupils' previous learning;
- (ii) ensuring a good balance of time between directed activities and those that children choose.  
(Paragraphs 18, 24, 39, 53, 56, 61, 63)

2) Raise pupils' attainment in Years 1 to 4 by:

- (i) developing further strategies to raise pupils' attainment in speaking and in reading, particularly that of underachieving boys;
- (ii) ensuring strategies for the marking of pupils' work so that pupils know the skills they need to improve their work;
- (iii) planning better opportunities for pupils' independent learning;
- (iv) making better use of teachers' assessments of pupils' work to improve pupils' progress on their individual targets in English.  
(Paragraphs 4, 9, 13, 20, 22, 72, 73, 76, 78, 83, 87, 90, 102, 104)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

57

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

27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	15	23	15	0	0	0
Percentage	7	26	40	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 2 percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	48	246
Number of full-time pupils known to be eligible for free school meals	N/a	63

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	17	91

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.2
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	23	25	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Boys	15	19	21
	Girls	22	24	24
	Total	37	43	45
Percentage of pupils at NC level 2 or above	School	79 (77)	90 (77)	94 (77)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	22	23	23
	Total	39	41	41
Percentage of pupils at NC level 2 or above	School	81 (68)	88 (75)	88 (73)
	National	84 (85)	84 (89)	89 (89)

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

### Ethnic background of pupils year

### Exclusions in the last school

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

No of pupils on roll
242
0
0
1
0
0
0
0
0
0
0
0
0
3
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	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 – Y4**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	18
Average class size	25

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

Total number of education support staff	5
Total aggregate hours worked per week	100

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	23
Total number of education support staff	3
Total aggregate hours worked per week	58
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

## ***Financial information***

Financial year	2001/02
----------------	---------

	£
Total income	692,930
Total expenditure	690,870
Expenditure per pupil	2,394
Balance brought forward from previous year	39,218
Balance carried forward to next year	41,278

## ***Recruitment of teachers***

Number of teachers who left the school during the last two years	8.5
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0.5
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)	0.5

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Number of questionnaires sent out	289
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	1	3	0
My child is making good progress in school.	51	40	4	0	5
Behaviour in the school is good.	49	47	1	0	3
My child gets the right amount of work to do at home.	33	42	15	2	8
The teaching is good.	61	32	2	0	5
I am kept well informed about how my child is getting on.	52	37	5	3	3
I would feel comfortable about approaching the school with questions or a problem.	61	35	2	1	1
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	49	42	5	2	2
The school is well led and managed.	56	40	1	1	2
The school is helping my child become mature and responsible.	51	47	1	0	1
The school provides an interesting range of activities outside lessons.	47	40	5	1	7

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

56. The good provision for children in the Foundation Stage has been maintained since the last inspection. Children start part time in the nursery following their third birthday. Most transfer to the school's two reception classes in the September before their fifth birthday. Children enter the nursery with social and mathematical skills that are well below average and poor language skills when compared with children of similar age. Many children have poor speech. Provision is best in the nursery, where children make very good progress towards the early learning goals. The interesting and varied range of learning experiences, together with very positive relationships between staff and children, and very good teaching, provide a stimulating environment where young children feel safe and secure. The curriculum is good and promotes well the steps leading to the early learning goals in all areas of learning and development. As a result, all children, including those with special educational needs, make good progress and have a very good start to their full-time education. Learning difficulties are identified early and children receive good support. In the reception classes, provision is satisfactory. Long- and medium-term planning identifies clear learning objectives appropriately linked to all areas of learning. However, teachers' daily planning frequently lacks learning objectives specifically linked to the early learning goals. As a result, activities do not always move children forward at a good pace in their learning. Overall, most children, including those with special educational needs, make satisfactory progress in the reception classes, although standards remain below those nationally expected in all areas of learning by the time children are ready to start in Year 1, except in communication, language and literacy where attainment is well below that usually expected.

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

57. The personal, social and emotional development of the majority of children when they start in the nursery is well below average. At this early stage of the school year, children are making good progress towards the early learning goals, although their personal and social development is below what is normally expected of children of this age. Because of the positive and supporting ethos, children learn well and become confident and increasingly independent. Children enjoy coming to school. In the nursery, they follow the routines and join in activities with enthusiasm. They choose their own activities and take pride in their achievements. Children show some awareness of others' thoughts and feelings, as when they celebrate each other's birthday, but most rarely initiate interaction with others, preferring to play alone. In the reception classes, children begin to take responsibility and enjoy the opportunity to act as class monitor for the week. Good progress in personal development is achieved because of the supportive relationships between staff and children. The staff encourage the children to share and take turns. In turn, the children feel safe and secure in this positive environment and develop increasingly mature attitudes. The children with special educational needs receive good support that ensures they are able to benefit fully from the positive environment. There is good liaison with all families. The staff keep parents very well informed about their children's welfare.
58. The quality of teaching and learning is consistently good in both the nursery and reception classes. All members of staff promote children's personal and social development well throughout the Foundation Stage. They provide good role-models as they treat the children politely, courteously and with respect. However, by the end of their reception year, most children attain just below the expected goals.

## **Communication, language and literacy**

59. When they enter the nursery there are many children with poor skills in language and communication and standards are well below average. In the nursery, children listen quietly to a story, but few respond to questions with more than a single word. Many children in the nursery enjoy looking at books and listening to stories, although they do not engage frequently with others in imaginative play. In the reception classes, most children understand that words convey meaning and enjoy sharing books with adults. Most children have not yet begun to identify simple words, but they are beginning to recognise some sounds and some children make good attempts to write their names. Children in the nursery make good progress because staff are very aware of individual needs. This was evident when a teacher noticed a child trying to write his name on a painting and immediately went to his assistance. She helped him to find and use his name card for guidance and showed him how to hold his crayon correctly. The little boy was very proud of accomplishing the task and rushed to show it to other adults. Adults frequently scribe for children, giving value to their work. Most reception children write over adults' writing and a few copy write, but none are as yet writing independently.
60. Of the current reception children, approximately 30 per cent have severe language difficulty and are unable to express themselves clearly. Progress for these children is enhanced by the provision of regular short sessions to improve language skills, where teaching assistants engage the children in activities suggested by the speech therapist. In both settings children are encouraged to take books home to share with their parents. Books in both the nursery and reception classes reflect a range of different cultural traditions and represent the cultural heritage of the pupils learning English as an additional language. Increasingly, children delight in making marks on paper. In the reception classes, writing tables give good opportunities to practise skills. Staff are supportive and encourage children to hold pencils and crayons correctly. In this way children are gaining increasing control in co-ordination. By the end of the reception year most have skills in language and communication that are well below the expected level for pupils of that age.
61. The quality of teaching and learning is good in the nursery and satisfactory in the reception classes. In the nursery, teachers and support assistants take every opportunity to encourage the children to talk, by joining in and talking about their activities. In the reception, story sessions are used well to encourage speaking and listening skills. Teachers use questioning well to extend vocabulary and children who listen well are rewarded with stickers. As a result, children like listening to stories. However, in activities that are not planned to be the focus of teaching, adults rarely intervene. This limits the opportunity for children to improve their communication skills by engaging in conversation with adults.

## **Mathematical development**

62. During their time in both the nursery and reception classes, children are given many opportunities to become confident and competent in their mathematical learning, including the use of appropriate computer programs. These include activities and direct teaching of counting, sorting, matching, finding and making patterns and working with numbers and shapes. As a result, children begin to learn the key skills, although attainment is below that expected for children of this age by the end of their reception year. For a significant minority of children, progress in mathematical development is limited because of their poor language skills. For example, in one lesson in a reception class, these children showed interest in common two-dimensional shapes, but were unable to talk about their similarities or differences in a group discussion. They were unfamiliar with the meaning of 'round' and 'straight' and

did not understand the difference between 'sides' and 'corners'. Most children in the reception classes recognise and order numbers to five, but few can correctly sequence numbers to ten.

63. Teaching and learning is good in the nursery and satisfactory in the reception classes. Teachers ensure that mathematical understanding is extended well orally through stories, action songs and rhymes. In the reception classes, where children make satisfactory progress, teachers do not always use their assessments of individual children to plan small group tasks that precisely match the children's different abilities.

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

64. Consistently good teaching in the nursery, based on effective planning of a wide range of activities, encourages children to use all their senses. This effectively introduces the children to a world of meaningful experiences, which they enjoy immensely and from which they learn well. For example, photographs of a lamb brought into school demonstrate the delight and curiosity of the children as they became aware of the wider environment through their observations of the lamb. All staff are readily involved in such well-planned experiences and this ensures children are interested, motivated and challenged.
65. In the reception class, teaching and learning are satisfactory. The children make satisfactory progress in their awareness of the world in which they live. For example, they use magnifying lenses for close observation of autumn leaves and note how coloured water drawn up through plants changes the colour of the flowers. They use their senses to feel a variety of objects and describe whether they feel hard or soft, rough or smooth. Visits and visitors support this area of learning effectively. Celebrations of different events, such as birthdays or cultural festivals and traditions, develop the awareness of the importance of these events in people's lives. Children confidently use the computer, controlling the mouse to place clothes on a teddy bear. Because children are provided with enriching and varied experiences throughout the Foundation Stage, they achieve well from their attainments when they entered the school. However, knowledge and understanding remain below expectations.

### **Physical development**

66. The outdoor play area in the nursery, with a wide variety of equipment, effectively supports children's physical development. Children make good progress and move with growing co-ordination and balance as they begin to control bikes and wheeled toys effectively. Construction kits and varied activities such as cutting, help develop the children's hand co-ordination. Children are well supported towards becoming adept at using tools to saw and hammer as they enthusiastically use the nursery workbench to construct simple models. The consistent level of teaching and positive support ensures that children grow in confidence. However, despite good progress in the nursery and satisfactory progress in the reception classes, children do not attain the expected standards by the end of their reception year.
67. Although the children in the reception classes have planned time in the hall and in the nursery play area, there is no regular access to a stimulating outdoor area, where they can explore and develop their skills. In the hall, children are developing their awareness of space and respond appropriately to adults' instructions, as when they move in response to the song 'Head, Shoulders, Knees and Toes'. Teachers' praise and encouragement result in positive efforts and improvements.

## **Creative development**

68. Children's creative development in the nursery is promoted well through art, music and role-play activities. Sensitive encouragement by all adults increases the children's confidence to explore a wide variety of creative media. A child was delighted with the finished result as he sprinkled sawdust onto a glue pattern, for example. Music also effectively stimulates the children's imagination and they enjoy singing a growing number of nursery rhymes and songs. The children make good progress from a low start because of the provision of good resources, well-planned appropriately challenging activities and consistently good teaching by all staff in the nursery.
69. In the reception classes, teachers also provide a good range of interesting activities and children make satisfactory progress. Children enjoy exploring sand and water and painting on a regular basis. Role-play plays a significant part in developing the children's imagination and small areas within the classroom provide suitable activities. For example, they enjoy visiting the opticians, which has been established following a visit from an optician who talked to the children about his job. The quality of teaching in structured activities is satisfactory. Where the task is not the focus of teaching, however, adults rarely intervene and an opportunity is lost to support the children's language and creative development. By the end of the reception year, children's attainment is below that expected nationally for children of this age.

## **ENGLISH**

### *Subject summary*

70. Pupils achieve well in reading and writing skills by the end of Year 2; some lower attaining and most of the average attaining pupils attain the expected levels. A few higher attaining pupils achieve the higher Level 3. By Year 4 standards are below expectation for age in reading and writing with a significant minority of pupils not reaching the expected level because approximately 50 per cent of pupils have special educational needs in this year group. In reading and writing, girls do better. It is evident that many of the lower attaining pupils and those that have special educational needs are boys. Pupils listen well in all classes and their skills match the expected standards nationally. Standards in speaking are below average throughout the school. Many pupils start school with poor language skills and, despite the good progress they make, the majority find it difficult to speak at length about their work. The subject is well managed and the quality of teaching and learning is good. Standards of attainment at the time of the last inspection were judged to be similar. The pupils continue to achieve well from their starting points. Fluctuations between year groups are due to the percentages of pupils who have special educational needs. The high mobility and the high turnover of staff within the school over the last two years have tended to have an adverse affect on pupils' progress as their learning has been interrupted.
71. With a current school focus on raising standards in reading, standards have improved this academic year. However, further work is still needed, particularly to raise boys' attainment in reading and writing. Pupils overall make good progress. Pupils with special educational needs and those of low prior attainment are very well supported and make very good progress. The average attaining and higher attaining pupils make good progress. However, there are few opportunities for pupils in Years 3 and 4 to work independently, researching and writing about what they have found out.

### *Subject commentary*

### *Speaking and listening*

72. Standards in listening skills match those expected nationally by Years 2 and 4. Pupils listen well to their teachers and follow their instructions. Pupils who are learning English as an additional language follow lessons well. Their speaking skills, in common with many others, are not as well developed. Most pupils have underdeveloped speech and language skills and standards are below those nationally expected. The majority start in Year 1 with skills in language and communication that are well below the expected level for pupils of that age. They make good progress overall, because teachers try hard to develop their skills through class discussions. However, when asked for responses or to explain what they have heard or learned, few can do so at any length. By Year 2, pupils often respond to questions with one or two word answers. By Year 4, they are reluctant to talk at length about their work or stories they have read. There are some missed opportunities in teachers' planning to create opportunities for pupils to develop their speaking skills. These opportunities are not only related to English but also other subjects. Teachers do not give enough opportunities for pupils to explain their thinking and reasoning, for example.

### *Reading*

73. In reading, by Year 2, pupils are attaining average standards and most pupils are achieving well. Overall, however, the girls do better than the boys. The majority of lower attaining pupils tend to be boys. The school has recently purchased up-to-date books to appeal to the boys' interests, and introduced role-play activities to motivate the pupils. While there has been some improvement in standards, the full impact of increased reading opportunities and better resources to motivate boys is not yet evident. In Year 4, standards are below average. Despite pupils' good achievements, standards in Year 4 are below average because of the high proportion of pupils who have special educational needs in this year group. The few higher attaining pupils achieve above the expected level by Years 2 and 4. Most pupils throughout the school are enthusiastic about reading; their very good behaviour and confidence contribute to the progress they make. The higher attaining read with fluency and expression. Average and lower attaining pupils can identify the titles and use the pictures well to help them talk about the reading. Pupils make good progress reading to each other in pairs and small groups. Most of the pupils in this group are boys.
74. By Year 4, most pupils enjoy books and are reading fluently but some average and the lower attaining pupils read at below the expected level nationally. The higher attaining pupils enjoy humour in stories and can say why they like a book, for example because of the 'scary bits' in ghost stories. Overall, however, few pupils are willing to talk about what they have read or to predict what might happen. This is partly due to poor speaking skills. The lower attaining pupils use picture, letter and word sound clues effectively to help them. It is noticeable that those who receive most help from their parents at home with their reading do better. The school has identified the need to continue to raise standards in pupils' reading skills. Where the focus has been on writing skills in the recent past, more progress has been made.

### *Writing*

75. Pupils' attainment in writing matches the national expectation by Year 2. By Year 4 pupils have maintained their good progress but, because of the unusually high percentage of pupils with special educational needs, overall attainment is below the expected levels. In Year 1 pupils make good progress in learning to write. They write letters and words and begin to form sentences using capital letters and full stops. By the end of Year 2 they can spell simple familiar words correctly and use a dictionary to help them. The lower attaining pupils can sequence a simple story with the support of an adult. The higher attaining pupils can write a series of sentences independently,

using correct punctuation. In a Year 2 lesson pupils could, with the aid of a writing frame, write a sequential story based on personal experience. Some higher attaining pupils used connectives such as 'because', and began sentences in more interesting ways such as 'later on'. By the time they leave the school at the end of Year 4, higher attaining pupils write in a range of styles, such as letters, instructions, persuasive writing and poetry, but there is little evidence of extended pieces of writing. They do exercises to develop comprehension and knowledge of grammar, and use appropriate punctuation in their work. Most pupils write in simple sentences. They are limited by their lack of knowledge and understanding of vocabulary and language. Very few pupils achieve higher skills in writing, such as using complex sentences and paragraphs. They can spell at the expected level but few transfer more difficult words they have learned in spelling time into their daily writing. Year 4 work on poetry encouraged pupils to use powerful verbs and adverbs, and one pupil knew what 'poetic licence' meant. Pupils writing animal poems used the word 'colossal' to describe a large animal. Pupils' handwriting is a strength. From the beginning of Year 1 they learn to write in a joined script and they make very good progress, so that by the end of Year 2 their handwriting is above the standard expected for their age. In Years 3 and 4 progress continues to be good and this ensures that the presentation of work is of a high standard.

76. The quality of teaching and learning in English is good. Lessons are well planned and prepared and pupils receive very good support. Appropriate tasks are provided which build on prior learning, enabling pupils to make good progress. The high staff turnover in the last two years and the larger than average numbers of pupils entering and leaving school other than at the usual time has had an adverse impact on pupils' learning. The interruptions to learning by this turbulence slow learning as pupils have to adjust to new surroundings or new staff. Relationships are very good. In an excellent Year 1 lesson, the quality of relationships and high expectations enabled pupils to make very good progress in their writing. Consequently, pupils enjoy their English lessons and have good attitudes to learning. Good use of methods, such as the staff role-playing pupils' well-known stories such as 'Little Red Riding Hood' and creating a 'bear liberation army' to care for unwanted and lost teddies have had a positive impact on learning. They have been enjoyable activities that have motivated pupils to write at length. Most pupils are keen to complete the work they are given and take pride in their achievements. Teachers make good use of the literacy hour to develop a range of skills, but occasionally the order in which tasks are presented during the lesson means that learning becomes disjointed, for example when unrelated work on spelling is introduced between the introduction and the main part of the lesson. Procedures for assessing pupils' attainment and progress in English are good. Data have been analysed well to identify pupils' strengths and weaknesses. However, the use of assessment to inform future planning of work and targets for pupils is inconsistent across the school. In some classes targets are clear and specific, but in others they lack focus and limit pupils' progress. This is particularly the case for the average and higher attaining pupils. The lower attaining pupils and those with special educational needs receive very good support towards their individual targets from the teaching assistants. The school has a policy for marking pupils' work, but some marking does not indicate to pupils precisely what they need to do to improve, nor does it always relate to their English targets. Marking of younger pupils' work is sometimes inappropriate because they do not have the skills to read the teacher's comments.
77. The leadership and management of English are good, and a small team, led by the co-ordinator, is responsible for the development and management of the subject. A secure system for monitoring learning includes observing teaching, analysing data and looking at pupils' work, and is used effectively to identify areas for development. The recent focus on developing writing has been successful in raising standards, and



the school has rightly identified the need to continue to focus on reading and writing, especially to tackle the under-achievement of boys. There is a satisfactory policy for English, and good use is made of commercial schemes to help teachers with their planning. The co-ordinator has carefully identified resource needs. Many of these have been addressed, so that resources overall are good. Teaching assistants are used very effectively to support pupils in classrooms, and this has a very positive impact on the progress made by lower attaining pupils and those who have special educational needs. Good use is made of additional literacy support and early literacy support groups, and these are well organised to ensure that pupils do not miss other areas of the curriculum.

78. The curriculum is well organised, and in order to improve reading skills all classes have an additional daily reading session. There is very good provision for pupils with special educational needs. Pupils enjoy reading in groups and pairs, which makes a good contribution to their social development. The weekly lessons which focus on the development of extended writing skills are having a positive impact on standards. ICT is used well to support pupils' learning as they write for a range of purposes, changing fonts and colours. There are opportunities for pupils to practise and develop their English skills in other areas of the curriculum, but these are not always taken up. One good example was seen in a Year 2 science lesson where pupils used their reading skills to find information from books, but opportunities were missed, for instance in a Year 2 geography lesson where there were too few books for pupils to use to find out information about Egypt. The school has a well-stocked library and there is a good range of books in classrooms. Recent purchases have included books that are more appealing to boys, and this is having a positive impact on boys' attitudes to reading. The school has a governor attached to English who is kept informed about the progress and development of the subject. There has been satisfactory improvement since the last inspection in 1998

## **MATHEMATICS**

### *Subject summary*

79. Standards by the end of Year 2 are similar to those found nationally. By Year 4, standards are below average. This is because of the exceptionally large number of pupils in Year 4 with special educational needs, who, although they are achieving very well to attain as well as many other pupils, depress the overall attainment of the year group. Standards were similar at the time of the last inspection in 1998. At that time most pupils in Years 2 and 4 attained average standards. However, the percentage of pupils with special educational needs in Year 4 was lower than it is now. Since the last inspection, the curriculum and the quality of teaching have improved and are now good.
80. In the 2002 national tests for Year 2, pupils attained above average standards overall. This is a significant improvement from 2001, when standards overall were well below average. These results reflect the improving standards within the school. Most pupils are currently attaining average standards. Over the past three years, overall standards have fluctuated according to the percentage of pupils with special educational needs taking the tests. Although it is difficult to see an overall trend for improvement, results clearly show that pupils achieve well from their starting points. The high number of pupils entering and leaving the school other than in the reception classes and Year 4, coupled with the high turnover of staff within the last two years, has had an adverse impact on pupils' learning. These interruptions have meant that time has been spent on adjustments to new surroundings and staff which has slowed the pace of pupils' learning.

### *Subject commentary*

81. By the time they are in Year 2 most pupils can solve problems by mental calculation, as when they work out the doubles of numbers. They show an awareness of the value of each number when using two-digit numbers, and use the correct vocabulary to talk about their work. From the reception class, pupils quickly develop understanding of the relationships between numbers to 20 as a result of the lively daily mental work at the start of each lesson. In Year 3, pupils of all abilities make good progress. The majority have a good grasp of the four rules of number and carry out a range of operations with confidence. They construct and interpret graphs, name and recall the properties of common two-dimensional shapes, and understand that, while some shapes are symmetrical, others are not. They are learning the facts of the five times tables well and applying what they know to solve simple problems. In Year 4, there are an unusually high percentage of pupils with special educational needs. The pupils' lack of language skills in reading, understanding and interpreting problems hinders their learning. Their overall attainment is well below that normally expected and this depresses the overall attainment of the year group to below average. However, because they are supported very well by the teaching assistants, they attain, with help, the work that the average attaining pupils do, but at their level.
82. The average and above average pupils are confident in understanding the values of numbers to 1,000. Most understand the difference between regular and irregular shapes and can confidently sort two-dimensional shapes by their right angles. ICT supports learning well as pupils classify shapes. During a discussion, average and higher attaining pupils showed confidence in mental and written computation, could name and talk about the properties of geometric shapes, and could carry out appropriate calculations for their age, including working out problems with decimals, simple fractions and problems of measurement. The higher attaining pupils are challenged further to work out more difficult problems.
83. The quality of teaching and learning in mathematics is good overall. Teachers have good subject knowledge and plan their work well. They are good at planning and providing for the wide range of abilities in the class. Pupils with special educational needs make good progress when they are supported in small groups outside the classroom or when they are helped during the lesson by the very able teaching assistants. The provision to meet the needs of all the pupils is carefully thought out. Flexible groupings and a mixture of in-class support and individual tuition when necessary ensure that all pupils are achieving well. Many pupils have language difficulties. They find it difficult to talk at length without a lot of prompting from their teachers, for example to give clear explanations on strategies they use to solve problems. However, effective help is given for reading and writing skills so that pupils can complete their answers to problems. A few more able pupils achieve well because the work overall is matched to their needs. From the most able pupils to those who find the subject difficult, teachers ensure that they are given the right work and help to enable them to improve. Pupils concentrate well on their work and develop their interest and independence as they get older. However, there are some missed opportunities for the small minority of the most able pupils to work independently. Assessment is used effectively to plan to next steps in learning. Pupils are very well managed, and teachers are very good at motivating their pupils so as to get the best out of everyone. Work is marked up to date with often encouraging comments. In the best examples of marking, teachers clearly state how pupils can improve their work, but this is not a consistent practice in all classes. The homework that is provided is based upon what is learned in the classroom and usefully extends the pupils' learning at home.

84. The subject is managed well. The subject leader has a clear view of standards, and how to improve them. There are very good procedures for the assessment of pupils' work. Data are carefully analysed and needs identified. The predicted targets set for pupils' attainment are realistic and challenging, and good progress is being made to raise standards, particularly in pupils' problem-solving skills. The extra-curricular club for problem-solving activities is well attended and the work pupils do makes a good contribution to their mathematical skills. Effective links are being made between other subjects such as art and design and ICT to study pattern and shape and reinforce pupils' understanding of number. This is contributing satisfactorily to pupils' learning in a range of subjects. The recognition of patterns in other cultures makes a good contribution to pupils' cultural development.

## SCIENCE

### *Subject summary*

85. Pupils achieve well in science. Standards in science match the nationally expected standards by Year 2 but fall below them by Year 4 due to the unusually high percentage of pupils with special educational needs in this year. There is good provision in science because there is improved teaching and learning, curriculum and resources since the last inspection when standards were below average by Years 2 and 4. In the 2002 teacher-assessed tasks for Year 2 pupils, 80 per cent of pupils attained the nationally expected level. Although this is slightly below the national average, the percentage of pupils who achieved the higher level of attainment was above average. At this early stage of the school year, most Year 2 pupils are working at the expected level in all areas of the subject. Pupils of all abilities are making good progress, due to good quality teaching. In Year 4, standards are currently below average. Approximately 50 per cent of these pupils have special educational needs. Many of them have limited language skills which present difficulty when reading and recording their work. However, pupils have made good progress overall and are achieving well against their starting points. There is a good emphasis on investigative work and all aspects of the curriculum are covered appropriately. However, pupils recording skills are weak when they write down the results of their investigations and some pupils do not quickly grasp the meaning of the subject vocabulary quickly.

### *Subject commentary*

86. In Year 1, pupils learn the names of different parts of the body. They understand which parts of the body are used for the different senses. They begin simple scientific investigation as they use their senses to observe, taste and smell a variety of fruits. Pupils begin to record their findings, as when they make careful drawings of their observations and give their opinions of the taste of different fruit and vegetables for an adult to scribe for them. Interactive displays are used well to enhance progress and pupils enjoy, for example, using laces on a wall chart to link the correct sense with pictures. In Year 2, pupils have understood well the conditions required for plant growth and the main features of growth. For example, pupils know that flowering plants produce seeds and recognise the different types of seeds associated with a variety of fruits. More able pupils demonstrate in their drawings an understanding of the life cycle of a plant. The majority of pupils work with great interest and concentration and make good progress in acquiring knowledge and the development of skills. Pupils use their literacy skills well, as was evident when pupils used books to research information on the characteristics of different seeds. One pupil was keen to tell the class that she had found out from her reading that the pip in an apple is a seed. Pupils undertake investigations with enthusiasm and recording takes a variety of forms, such as completing tables and graphs. They use the local environment well, as for example, to conduct a survey into the different habitats of mini-beasts.

87. By Years 3 and 4, pupils begin to gain an understanding of a fair test. They carry out tests and investigations reasonably well and most pupils make good progress in their learning. All groups of pupils are supported well in their learning. The below average language skills of the lower attaining pupils and those with special educational needs at times hinder their progress as they need a considerable amount of help to complete their work. This was evident when Year 3 pupils were carrying out an investigation into the properties of various materials. One pupil answered a question incorrectly because he did not know the meaning of 'flexible', while another pupil needed help to read the word 'sponge'. Pupils enjoy their investigations but are not always motivated to record them. Pupils do not always grasp the meaning of subject vocabulary quickly. However, the teaching assistants and class teachers give effective support through explanations of subject vocabulary and helping the pupils to write and read difficult words, enabling them to achieve well at their level. There are too few opportunities planned for pupils to carry out their own investigations.
88. In Year 4, most pupils are making sound progress in their understanding of forces. They know that the force between two moving objects is called friction and that different materials can be used to increase or reduce friction. Most pupils understand that water resistance slows an object moving through water, or, as one pupil confidently described, 'water pushes against you when you walk through it'. There is a good emphasis placed on investigative work. Pupils enjoy carrying out investigations but are less keen to record them. Pupils use scientific equipment with care and carry out frequent practical investigations. There are examples of higher attaining pupils being well challenged. This was the case when pupils used their mathematical skills to construct a table showing the timed descent of different sized parachutes. These pupils appropriately concluded that 'the biggest parachute is the best because it traps more air'. However, the most able are not consistently challenged to make sensible hypotheses from their recorded work. Pupils do not always record their investigations to a well-defined structure, making sure that all aspects of the investigation are reported on. This limits progress, particularly for more able pupils, because they miss opportunities to use their scientific knowledge to predict outcomes of experiments and frequently form superficial conclusions. Pupils rarely suggest ways of improving their work. They are slow to grasp key vocabulary because often this is not sufficiently reinforced by teachers.
89. The quality of teaching and learning is good overall but ranges from satisfactory to very good. Where teaching is very good, resources are used extremely well to support learning and the lesson is very well planned to provide interest and challenge to pupils of all abilities. As a result, pupils become totally enthralled in the activity and work extremely hard, producing work of a high standard and making very good progress in both knowledge and scientific skills. In all year groups teachers make clear what pupils are to learn and do in lessons, although a weakness is that in some lessons all pupils are required to learn the same things and there is limited planning for more able pupils to challenge and extend their skills. A strength of the teaching in all science lessons is the management of pupils. Teachers are good role models, treating the pupils with respect yet consistently reinforcing behaviour rules so all pupils understand what is expected of them. The teachers value pupils' contributions in lessons and, as a result, self-esteem is high and pupils are keen to participate in discussions and take pride in their work. All teachers are secure in their knowledge of the subject. They provide interesting activities and most pupils are well motivated by these. For example, in a Year 3 lesson, pupils were enthusiastic as they examined a range of materials to determine their different properties. They worked well together, handling the resources carefully and engaging in sensible discussion within their groups. They were keen to explain the work they had already completed on materials as they proudly shared their individual contributions to a corridor display. However,

pupils without a lot of prompting find it difficult to talk at any length about their work. In lessons, teachers use questions well to extend understanding, although in some lessons there is insufficient attention to applying key vocabulary. Teaching assistants are very well briefed and provide very good support in lessons, particularly for pupils with special educational needs.

90. The subject is well managed. The co-ordinator is knowledgeable and committed and sets a good example by the quality of her teaching. The curriculum gives good coverage of all aspects of the curriculum and a good emphasis is placed on investigatory work and the development of scientific skill such as prediction and observation. However, recording and drawing sensible conclusions and talking about their work, as well as reinforcing key vocabulary, are areas for development. It is noticeable that the majority who have poor literacy skills are boys. The subject leader has monitored the planning and delivery of science within the school and has a clear understanding of areas for future development. She has taken action to raise standards, including improved assessment procedures which started at the beginning of the current term. Resources for science are good and used well to enhance learning.

## **ART AND DESIGN**

### *Subject summary*

91. The provision for art and design is satisfactory. All pupils achieve well to attain the standards that are normally expected for pupils by Year 2 and Year 4. Standards are better than those at the time of the last inspection, when they were below the standard expected nationally by Years 2 and 4. Since then the quality and range of the curriculum and the teaching and learning have improved. The quality of teaching observed is good. The subject is managed satisfactorily. The curriculum is planned effectively.

### *Subject commentary*

92. In art and design in Years 1 and 2, pupils learn to mix colours to make new ones and mix shades of colour for their paintings. Pupils benefit from the study of well-known artists such as Van Gogh or Leonardo da Vinci as they learn the skills of portrait painting. Their finished work shows they have understood the correct proportions needed to paint facial features accurately. By Year 4, pupils' skills are developed further as they mix tones of colour to paint picture-plate representations of famous stories in the style of 'The Willow Pattern'. In their study of pattern, pupils make patterns of interlocking shapes and draw inspiration from artists such as Piet Mondrian. Good use is made of graphics programs as pupils design and draw pictures, shapes and patterns.
93. The quality of teaching and learning is good and pupils are achieving well. The progress of pupils with special educational needs is good because of the effective support that they are given. The very well deployed teaching assistants work well with small groups of pupils with special educational needs. This enables pupils of all abilities to make good progress in the development of their skills and to achieve well. There are suitably planned opportunities for pupils to make appropriate use of their mathematical skills, as they study symmetry or shape. ICT is used well for pupils to draft initial designs, print or draw simple pictures. The teachers have prepared their lessons thoroughly, and ensure that pupils learn the subject vocabulary, such as 'proportion' when pupils are painting portraits, or the difference between 'hot' and 'cold' colours as they mix their paints. Pupils of all ages and abilities are confident and enjoy learning from how others present their work. They have good attitudes to

learning and work eagerly and responsibly together. There are very good relationships between pupils, staff and other adult helpers. This is mainly because pupils say they enjoy their lessons because they are interesting and practical.

94. The subject is managed satisfactorily. In art and design, pupils work with a suitable range of materials and resources. Whilst most of the art and design work that pupils study is western European, their knowledge of art and design in other countries, such as India, makes a useful contribution to the pupils' cultural development. The development of art portfolios, showing work related to the expected National Curriculum levels provides a useful aid to guide and assess the build-up of pupils' skills in the topics for study. However, there is less emphasis throughout the school on the development of three-dimensional work. The quality and quantity of resources are satisfactory and easily accessible. However, the pupils in the Year 4 class in temporary accommodation are unable to carry out large-scale work effectively due to cramped conditions. Trips and visits to The National Gallery in London make a significant contribution to pupils' understanding of a wide range of art and artists. The subject leader monitors satisfactorily the teachers' planning and pupils' work.

## **DESIGN AND TECHNOLOGY**

### *Subject summary*

95. The provision for design and technology is satisfactory. All pupils achieve well to attain the standards that are normally expected in design and technology for pupils by Year 2 and Year 4. Standards matched expectations at the time of the previous inspection in design and technology. Since the last inspection, the curriculum has been revised and improved, and the school has continued to provide a satisfactory breadth of experience. Two lessons were observed where the quality of teaching and learning was good. The subject is managed well. The curriculum is planned well and based on national guidance.

### *Subject commentary*

96. By Year 2, pupils systematically build their knowledge skills and understanding of materials and joining techniques as they design a pattern for a hand puppet. They generate good ideas for puppets from characters in stories such as 'The Gingerbread Man', or from favourite animals. They take good care to draw sensibly sized shapes and patterns and choose the appropriate colours and materials. By Year 4, pupils apply their skills further as they design and make paper patterns for a money container such as a wallet or purse. Pupils consider accuracy in size, interior layout, joining techniques and suitability of materials for the finished product.
97. Because teachers plan and manage their lessons well, pupils' response is good and they learn and achieve well. Pupils like the practical nature of the subject and enjoy their tasks. Lessons are planned to make pupils aware of the connection between the skills of designing, making and evaluating. Teaching assistants make a significant contribution to pupils' learning as they give additional help to those needing encouragement and guidance to successfully complete their tasks. Pupils are more confident in making artefacts than in writing or talking about their work. Work is planned to include practise in other subjects of the curriculum, such as ICT for design, or mathematics and English as pupils use measuring, reading and writing skills.
98. The subject is managed well. The curriculum guidance related to the National Curriculum levels of attainment provides a useful aid for teachers to guide and assess the build-up of pupils' skills in the topics for study. The curriculum, based on

the national guidelines of QCA (Qualifications and Curriculum Authority), satisfactorily supports pupils' learning. All the elements of the curriculum are taught and suitable opportunities are planned for pupils to progressively develop the knowledge skills and understanding appropriate at their age. The quality and quantity of resources are satisfactory and easily accessible. The subject leader monitors effectively the teachers' planning and pupils' work.

## **GEOGRAPHY**

### *Subject summary*

99. Pupils achieve well to attain the expected standards by Years 2 and 4 as was the case at the last inspection. Since then, curriculum planning has been improved to build consistently on pupils' skills, knowledge and understanding. Teachers plan work that is suitably challenging to enable all pupils to achieve to their full potential. The subject is well managed.

### *Subject commentary*

100. In Year 1, pupils know the features and purposes of the main buildings in the area and learn about the jobs people do. They are developing a good understanding of a community as they look at photographs of the local area and discuss likes such as the library and dislikes such as broken fences and burnt out cars. By Year 2, pupils are able to compare their own local area with other locations. They are beginning to associate places with major features of maps, and to apply what they have learned about the seasons and the weather to the climate of other countries such as Egypt. For example, they know that a desert is hot and sandy and there is little rain. Pupils are beginning to use research skills well as they find out more information about Egypt from books. By Year 4, pupils are developing their mapping skills appropriately and have a growing understanding of geographical features such as world climates as they study the features of other countries of the world. Good links are made to history when pupils study the settlement patterns and local history of the area around the school. The study of places and settlements other than Queenborough, such as a village in India, makes a good contribution to pupils' cultural development. Links are being established with the 'Dream of Dreams' school in Bangladesh.
101. The quality of teaching and learning is good. All lessons are well prepared and resourced. Teachers' subject knowledge is good. The curriculum is well planned. Initially, a brisk recap on pupils' previous learning and a sharing of the objectives of lessons with the pupils capture their interest and get the lessons off to a good start. The use of practical resources such as photographs, maps and television programmes, helps to illustrate the content of the lessons. This is particularly beneficial for pupils with special educational needs or those with English as an additional language, who find it easier to follow the development of the lesson. In one lesson, for instance, a Chinese pupil was successfully drawn into the lesson as she described the location of a shop where her family worked from a photograph of the local area. Many pupils have poor language skills and the staff work hard to explain vocabulary and to prompt pupils to talk about their work. Pupils are confident learners because the class teachers take care to affirm and build upon pupils' personal experiences to enhance their learning.
102. The curricular provision enables all pupils to enjoy a broad range of relevant experiences. Pupils with special educational needs have full access to all activities and are able to achieve well. There is good leadership by a co-ordinator who has good subject knowledge. Pupils use ICT effectively to research their topics and improve their mapping skills. There are a satisfactory range and quantity of resources

which teachers make good use of to help the pupils learn. However, there are some missed opportunities for pupils to use library books and other sources to research their work independently. The school makes effective use of the immediate area surrounding the school, and of visits to a contrasting rural area such as Pinetum, to develop pupils' knowledge and understanding in the subject.

## **HISTORY**

### *Subject summary*

103. There is good provision for history. In Years 2 and 4, pupils attain above the nationally expected standards. When they enter Year 1, pupils' knowledge and understanding of the world are below average. Throughout the school, pupils make very good progress and, given their prior attainment, their achievement is very good. Standards have risen from the last inspection when they matched the national expectations.

### *Subject commentary*

104. Pupils in Year 1 confidently ask and answer questions about the past. They are developing a sense of chronology and beginning to understand differences between the past and the present. For example, from their observations of old and new teddy bears, they are accurately sequencing them from old to new. Pupils in Year 2 have very good knowledge of events in the past such as the Great Fire of London, and of people such as Mother Theresa of Calcutta and Dick Turpin, and they are learning well how to find out about the past by researching in books and looking at pictures and videos. In a very good Year 2 lesson on the Great Fire of London, pupils knew the date and place that the fire started, that people escaped on boats rather than buses, and that information can be gained from Samuel Pepys' Diary. Pupils in Year 3 make very good progress in developing their knowledge and understanding through work on World War Two. They discuss what it would be like to live then, how life has changed and use sources of information such as books, pictures and artefacts. The visit to the Imperial War Museum brings the subject to life and consolidates what they learned. In Year 4 they continue to develop historical skills and knowledge through their study of Tudor times. Pupils understand the differences between rich and poor people and the impact it had on their lives. Help is given to pupils when needed in understanding difficult words and writing their responses to historical events. However, there are few opportunities for pupils' independent research.
105. The quality of teaching and learning is very good. Teachers know the subject very well, which enables them to plan interesting, stimulating lessons to motivate pupils to learn. Resources are well prepared and the observations made from relevant artefacts help pupils gain a better understanding of the past. In a very good Year 3 lesson, effective questioning by the teacher in the plenary session drew out the key facts of the lesson objective. Many pupils find it difficult to talk about their work articulately. The shared discussion benefited all pupils as they listened to others and focused on the important points. There are very good relationships between adults and pupils. The very skilled teaching assistants are very effective in helping pupils with special educational needs. The guidance they are given with reading and writing and the confidence they gain, result in their learning at the same pace as others in the class but at their level. These pupils make very good progress towards their targets.
106. The subject leader is new to the post and has made a good start to the management of the subject. The curriculum is very good, ensures breadth and balance and is enhanced by visits and resources. Good quality displays of pupils' work promote a high profile for the subject in school and capture pupils' interest. For example, there is a permanent timeline on the floor of the main corridor and a display showing the



history of Queenborough. The subject leader monitors pupils' work and the teachers' lesson planning. The monitoring of teaching is planned for the future.

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

### *Subject summary*

107. The subject is managed very well by an enthusiastic subject leader who has done much to raise standards. The pupils attain the nationally expected standards by Year 2 and Year 4. The pupils achieve well and make good progress in the development of their skills throughout the school. Evidence was gathered from lesson observations, looking at pupils' previous work, talking to them about what they had done and by looking at documentation and displays around the school. There has been good progress made to include ICT in all subjects and in staff training since the last inspection.

### *Subject commentary*

108. By Year 2, pupils attain the expected standards. From Year 1, pupils are given a range of opportunities to use the computers and other ICT equipment. The computers are conveniently located in classrooms and there are sufficient to enable half a class of pupils to have access to a computer suite in the library. Years 1 and 2 pupils are given a range of experiences in different subjects. Consequently, they are confident in controlling the computer by means of the keyboard and mouse. They use the Dazzle program to draw pictures, and then print them out. They carry out simple wordprocessing activities, which familiarise them with the keyboard, and teach them to change font size, colour, and typeface. Pupils learn to make simple graphs about different types of food. The Roamer programmable toy is used to introduce the Logo language, and pupils quickly learn to make the Roamer carry out simple sequences of commands. Similarly, other pupils program a computer with a series of commands to draw a rectangle. By Year 4, pupils use CD-Roms and the Internet for research in different subjects. They effectively use a transformation tool to draw, repeat and rotate their fish shapes to create a fish tank. Wordprocessing is also used imaginatively to present work, with different fonts and colours.
109. The quality of teaching and learning is good overall and at times very good. Teachers and teaching assistants are confident in their teaching because they have been given very good support through training, which has been mainly carried out by the subject leader. Teachers have good questioning skills to promote effective learning. Pupils' attitudes to learning are very good. They are taught very well to work together in small groups or when sharing a computer in the library. Pupils take care that each contributes to the group or has a turn at the keyboard. At the beginning of lessons, the aims are clearly demonstrated by the class teachers. With the help of teaching assistants, the pupils have access to the seven computers in the library as well as the class resources. A specially trained support assistant gives valuable help to both staff and pupils. This initiative is proving very worthwhile and makes best use of limited resources, enabling the school to meet the demands of the curriculum. The use of ICT to support learning in subjects is developing well. Pupils use drawing programs for their art and design work. For example, they use the tools in Colour Magic to stamp and copy a repeating pattern. In geography, mathematics and science, pupils create pictograms to sort and classify information and data. For example, pupils label world climates on a map and draw graphs of places they have visited on holiday. They complete number patterns and record data from science experiments.

110. The subject is managed very well. The policy and scheme of work are good. The range of resources is satisfactory, but is used to the best advantage to help children learn. Some resources need updating. There are a small number of computers and no interactive whiteboard in the technology suite. This is restricting pupils' attainment at a higher level, because only half a class at any one time can be taught together in the ICT suite. Good records of pupils' learning are used well by staff to help them plan lessons. The development of a portfolio of assessed work is planned as a future project. The decision to base computers in classrooms as well as to create a central ICT suite was well thought through in relation to the needs and teaching methods of the school. This means that pupils have continuous access to computers to apply their skills to support learning throughout the day.

## **MUSIC**

### *Subject summary*

111. Standards in music match the national expectations by Years 2 and 4. Pupils make good progress in learning about music, and achieve well because they are taught well. Pupils enjoy music and listen and respond to their teachers very well. The new subject leader has made a good start to his management responsibilities. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development. These standards have been maintained since the last inspection.

### *Subject commentary*

112. Pupils in Year 1 learn about musical pitch and are able to identify high and low sounds. They identify loud and quiet sounds and use percussion instruments to demonstrate this. They work together in groups, and appreciate and evaluate their own efforts and those of others. They sing a range of simple songs, mostly in tune. By Year 2, pupils extend their use of percussion instruments to accompany stories and perform with confidence as part of a group. Pupils continue to make good progress so that by Year 4 they sing a range of songs, tunefully and in time. They maintain a tune within several parts, singing in rounds. They accompany this with a suitable rhythm. They are developing an understanding of simple rhythmic notation, including crochets, quavers and minims. Throughout the school pupils sing well in lessons and in assemblies and they listen to and appreciate a range of music.
113. The quality of teaching and learning in music is good. Most teachers have good subject knowledge and plan lessons that motivate pupils to learn and develop their skills. Resources are well prepared and appropriate, and relationships are very good. In Year 1 lessons, the high quality of relationships enables all pupils to make good progress and grow in self-esteem and confidence. Teachers manage their pupils well. Expectations of their work and behaviour are high. Because of their very good relationships with the staff, the pupils respond positively and learn well. For instance, in an excellent Year 1 lesson, the pupils listened very well and followed the teacher's instructions carefully. The pupils kept their percussion instruments silent until the teacher gave the signal to play.
114. The subject leader for music is new in post and has made a good start to his management responsibilities. He has identified the strengths and areas for development. There is a satisfactory policy for music, and the scheme of work is enhanced by a good range of commercial resources which support teachers' planning. Resources for learning are good. The school has a good range of instruments and recorded music, including those of other cultures. The subject leader has identified the need to continue to monitor the subject so that new guidelines can be developed which incorporate the commercial schemes currently being trialled in the school.

115. The curriculum for music is enhanced by visitors to the school from other cultures, who perform Indian and Caribbean music to pupils, for example. These experiences, along with recorded music from other cultures that pupils listen to, make a positive contribution to pupils' cultural development. Also, a bell-ringing group has performed to parents, and there are plans to introduce a school choir in the near future. Music is used in dance lessons, and pupils' response to it is effective in further developing listening and appraising skills. The curriculum has been well thought out to effectively contribute to other subjects. For example, when studying World War Two, Year 3 pupils have learned songs from the era.

## **PHYSICAL EDUCATION**

### *Subject summary*

116. Pupils achieve well, and standards match the national expectations. Standards were similar at the time of the last inspection. However, the curriculum and the quality of teaching and learning have improved.

### *Subject commentary*

117. In Year 1, pupils move confidently around the hall, showing awareness of space and other pupils. They recognise basic rhythms and create appropriate movements in response to music. For example, pupils use their bodies well as they strut around an imaginary farmyard like chickens and pretend to scratch around the ground looking for food. Year 3 pupils learn the intricate steps of a country dance and work well together to perform a sequenced routine. Pupils make good progress in their dance skills, due to good teaching and the opportunity to interpret through dance a wide range of music. In Year 4, pupils work to the focus of a visit to a fairground. They show appropriate co-ordination and control and imaginative interpretation of the music, as they mirror each other's actions and body shapes. They select ideas and make a sequence of movement related to the topic. They evaluate their performance and work to improve the standard.
118. In dance, the quality of teaching and learning is good. Lessons are well planned and teachers make use of a good range of music to motivate pupils to develop their skills. Clear instruction is provided and this allows pupils to make good progress within lessons. All staff change appropriately for lessons, acting as good role-models as they demonstrate teaching points for pupils. They have good subject knowledge and high expectations. All teachers manage pupils very well and they respond with enjoyment and hard work. Teachers often use pupils to demonstrate good practice and older pupils are encouraged to identify the areas where they might improve upon their own performance.
119. The curriculum is successfully planned and based on national guidance. In accordance with locally agreed policy, pupils do not go swimming until they reach the middle school. The subject is managed well by a knowledgeable and committed subject leader. He monitors teachers' planning but, as yet, has had no opportunity to observe lessons in order to monitor the quality of teaching and standards throughout the school. He is in the process of establishing further opportunities for outdoor adventurous activities, which at present is a weaker area of curriculum provision. The school makes good provision of extra-curricular sporting activities for pupils, which contributes well to their learning.

## **RELIGIOUS EDUCATION**

### *Subject summary*

120. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus by Year 2 and Year 4. Standards were similar at the time of the last inspection. Pupils achieve well because they are taught well.

### *Subject commentary*

121. By Year 2, pupils are developing well their understanding of Christianity and some of the major religions of the world, such as Judaism and Hinduism. Pupils know about the Christian story of creation and the flight of Moses from Egypt. They know the traditions of Christian festivals, such as Christmas and Easter, and the purpose of Baptism. Pupils reflect on some important human values and are encouraged to put them into practice in their own lives, in school or at home. For example, in Year 1, pupils consider the importance of 'special people' as they make Mother's Day cards and write about why their mother is important to them. In Year 2, pupils begin to understand that an individual's faith can affect the way they live their life. Pupils talked with interest and respect as they recalled a recent visit from a Sikh who explained the importance of some of the rituals of his daily life. Pupils, including those with special educational needs, make good progress.
122. By Year 4, pupils are acquiring a sound knowledge of Christianity and other faiths, including Sikhism, Hinduism and Judaism. They make good progress in their understanding that different people have different beliefs and values. For example, in Year 3, when studying Christianity, pupils learn about Jesus' enemies and know the reasons why Jesus is often referred to as 'the light of the world' or 'the good shepherd'. In their study of Hinduism, Year 4 pupils learn about Rama and Sita. Pupils also learn about the importance of the Five Ks in Sikhism, increasing their understanding of the importance of faith within daily life. Pupils understand the significance of religious symbols and holy books, and handle religious artefacts with respect and due reverence. The study of other faiths and traditions makes a good contribution to pupils' cultural development.
123. The quality of teaching across the school is good with some very good features. Pupils are encouraged to reflect on what they have learned and to link it to their own life at home and in school. In relating their learning to what they know and understand, pupils begin to value others' beliefs, customs and points of view. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Lessons are well planned, although they are not consistently adapted to meet the varying needs of the class. They promote good attitudes to learning. Clear explanations help learning and questioning is used effectively to extend pupils' understanding. For example, in Year 2, pupils who were asked to consider why the fish is an important symbol for Christians gave well-considered answers. One pupil suggested it was to remind people of the miracle of the loaves and fishes, while another thought it was because Jesus' friends were fishermen. All teachers manage pupils very well and have high expectations of courtesy and behaviour. Pupils respond well in discussions and are keen to explain what they have learned. They are keen to learn about the differences in practices and beliefs.
124. Opportunities are planned well to help pupils develop speaking, reading and writing skills. Literacy skills are promoted in the various styles used to assist pupils to express their knowledge and understanding, including role-play, writing prayers and formulating questions to interview the local vicar.
125. The subject leader is relatively new to the role, but is knowledgeable and committed and has a clear vision for future areas for development of the subject. He is given

regular time to monitor teachers' planning in order to ensure full coverage of the locally agreed syllabus. Currently, there are no formalised procedures for assessing individual pupils' attainment.