

# INSPECTION REPORT

## **ANNFIELD PLAIN INFANT SCHOOL**

Stanley

LEA area: Durham

Unique reference number: 114025

Headteacher: Mrs S Marr

Reporting inspector: Mr Graham Carter  
4720

Dates of inspection: 3 – 5 March 2003

Inspection number: 252067

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 -7
Gender of pupils:	Mixed
School address:	Northgate Annfield Plain Stanley Durham
Postcode:	DH9 7UY
Telephone number:	01207 234691
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Ullathorne
Date of previous inspection:	18 May 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4720	Graham Carter	Registered inspector	Science Information and communication technology Design Technology Education inclusion English as an additional language	What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed What should the school do to improve further?
9092	Ron Elam	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?
24805	Alison Cogher	Team inspector	English Art and design Geography History Religious education Foundation Stage	How good are the curricular and other opportunities offered to pupils?
27741	Christine Weaver	Team inspector	Mathematics Music Physical education Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Annfield Plain Infant School serves the families of Annfield Plain, Kyo and parts of Catchgate, which are old coal mining communities in the north of County Durham. The school is small compared to the average, with a roll of 110 pupils (60 boys and 50 girls) - a reduction since the time of the last inspection in line with the local demographic trend. Most pupils enter the school at the age of four with some pre-school or nursery experience. Although children enter school with a range of attainments, overall attainment is below what might be expected, particularly in language, literacy and communication. Around 30 percent of pupils live in areas designated by the local authority as having significantly high levels of social deprivation. The proportion of pupils eligible for free school meals is around 24 percent, which is broadly in line with the national average. Two pupils, a smaller proportion than the national average, have mixed white and Black Caribbean ethnicity and the remainder are white. There are no pupils who speak English as an additional language. The school has identified 16 pupils with special educational needs, which is a lower proportion than the national average. Two pupils have speech and communication difficulties, one has hearing impairment and another has visual impairment; the remainder have a range of moderate learning difficulties. There are no pupils with statements of special educational needs.

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

This is a good school in which the good quality of teaching and learning ensures that pupils achieve well. The very good quality of relationships between staff and pupils and the wide range of learning experiences provided for pupils contribute to the good learning throughout the school. The good quality of leadership and management ensures that all school staff work well as a team with a shared commitment to raising standards further. The school has good systems in place, such as those for monitoring and supporting academic progress, which ensure that all pupils have equal opportunities to learn well. The unit costs for the school are slightly higher than the national average for similar schools, but given the good quality of provision and the level of achievement of its pupils the school gives good value for money.

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

- The teaching and learning are good and all pupils achieve well. In reading, art and design, history and music pupils' attainment is above the national expectation.
- The headteacher and governing body provide good leadership and management and are very well supported by the deputy headteacher and subject co-ordinators.
- The very good relationships and attitudes and behaviour of pupils contribute to the quality of teaching and learning.
- The provision spiritual, moral and social development of pupils is good and contributes well to the good curricular provision.
- The school has good systems for monitoring the personal development and academic progress of its pupils.
- The school has good links with parents, who believe the school provides a good education for their children.

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

- Raise further the standards in English, mathematics and science.
- Provide increased opportunities for pupils to develop an appreciation and understanding of the traditions of other cultures, in order to recognise fully the ethnic and cultural diversity of British society.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the time of the last inspection, in June 1998, the school has made good progress in dealing with the issues arising from it. Through careful planning, the school now provides a wide range of appropriate learning experiences which meet the needs of all children in the Reception class. The curriculum now reflects the latest national guidelines for pupils of this age. The quality of teaching for pupils in the Reception class has also improved significantly and is now good. In some lessons it is very good. This is because teachers consistently plan very well to meet the needs of all pupils. They use assessment procedures very effectively to monitor pupils' progress and use the information well to build on what pupils already know.

### STANDARDS

The table shows the standards achieved by 7 year-olds based on average point scores in National Curriculum tests.

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

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

Although children enter school with a range of attainments, overall attainment is below what might be expected, particularly in language, literacy and communication. However, by the time they reach the end of the Reception year most pupils achieve the expected levels in all areas of learning.

In the 2002 statutory assessments for seven year-olds, the attainment of pupils in reading was above the national average and broadly similar to the average in writing and mathematics. When compared to similar schools, the attainment of pupils was well above average in reading and above average in writing and mathematics. In the national teacher assessments in science, pupils' attainment was in line with the national average and when compared to similar schools was above average. The school's improvement in standards between 2001 and 2002 has resulted from improved teaching and the good use made by the school of assessment information, including a detailed analysis of pupils' performance in the 2001 national tests. Over the last four years standards have been improving at a similar rate to most schools nationally, but in reading the rate of improvement has been higher. This is because teachers strive hard to support pupils' reading with texts well matched to their needs and parents and carers give good support to children's reading at home. The school has set itself challenging targets to raise standards further for most pupils but these do not include targets for higher attaining pupils.

The attainment of the present seven year-olds reflects the results of the national tests. By the end of Year 2 most pupils, including those with special educational needs, achieve well in a range of subjects. Many pupils read well, often using a range of strategies to decipher unfamiliar words. Many pupils use imaginative vocabulary when writing stories or reports. They use full stops and capital letters appropriately, but frequently spell common words incorrectly. Many pupils' handwriting skills are under-developed. In mathematics most pupils count numbers up to 100 and add and subtract simple tens and units. They recognise common two and three dimensional shapes and calculate the cost of shopping and change up to one pound. However, they have difficulty interpreting mathematical word problems. In science, many pupils know what conditions plants need to grow and know how good diet and exercise influence good health. They investigate simple forces and differences in materials but their skills in



measuring in different units and interpreting the results of their observations are not as good as they could be.

Attainment in geography, information technology, physical education and religious education is similar to the national expectation. In art and design, history and music, it is above this level. In art and design, pupils use a wide range of techniques and different materials, to produce attractive and good quality work. In history, where standards have improved since the last inspection, pupils use research skills well and confidently talk about past events, such as the Great Fire of London. Pupils sing well in music and perform well with tuned and untuned percussion instruments.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are invariably enthusiastic learners and enjoy sharing what they know with others.
Behaviour, in and out of classrooms	Very good. Pupils follow instructions very well and show respect to teachers and other adults. There have been no exclusions from the school in the last year.
Personal development and relationships	Good personal development. Pupils respect teachers and other adults and are particularly polite to visitors. They respect the views others express during class discussions. Relationships are very good.
Attendance	Satisfactory. It has improved since the last inspection and is now similar to the national average.

Pupils respond well to increasing responsibilities. Older pupils show maturity and thoughtfulness when caring for younger pupils in the school's 'Mini Buds' scheme. They also show personal responsibility when working co-operatively with others in lessons such as science.

## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1-2
Lessons seen overall	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 is good in all classes. In a significant minority of lessons it is very good and occasionally excellent. No unsatisfactory teaching was observed, which was an improvement on the last inspection. Teachers plan their lessons very well so that activities are well matched to the needs of all pupils, including those with special educational needs. Teachers make clear to pupils what they need to do and learn and as a result pupils get on with their work confidently. In most lessons teachers deploy education support assistants (ESAs) well to assist lower attaining pupils and those with special educational needs. Pupils respond well to support and often achieve well. Teachers manage pupils very well. Invariably they use a sense of humour to enliven the lesson and pupils enjoy their learning as a result. In a minority of lessons higher attaining pupils are not sufficiently challenged and as a result do not always achieve as well as they should.

In English and mathematics the overall quality of teaching is good. Lessons are well planned and teachers have a good knowledge of their subjects. In the best lessons teachers have good expectations of pupils' learning and use their knowledge well to set tasks and pose questions which are challenging. On these occasions a significant minority of pupils achieve higher levels of attainment because they are interpreting facts or observations, or using their knowledge and skills well for different activities. Very good teaching occurs in all classes and particularly in English, mathematics, science, history and

personal, social and health education (PSHE). Literacy and numeracy are well taught. In the Reception class they are very well taught. Many opportunities are given for pupils to listen attentively, to respond to questions, and write for different purposes. Pupils learn to use simple graphs in science and can use number activities effectively on the computer. Teachers use assessment well to help plan lessons and this enables pupils to build on what they already know and achieve well. However, marking doesn't provide pupils with clear information about how to improve.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. Teachers use local and national guidance skilfully to give pupils interesting lessons. The quality of the curriculum for Reception children has improved significantly since the last inspection.
Provision for pupils with special educational needs	Good. The quality of this provision has been maintained since the last inspection. Planning for these pupils ensures that they learn through similar activities as other pupils and have good quality support to help them succeed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The overall provision for the spiritual, moral and social development of pupils is good. This is a significant improvement since the time of the last inspection. The quality of provision contributes to the good quality and range of learning experiences provided for pupils.
How well the school cares for its pupils	Procedures for monitoring child protection are good and for assessing the attainment and progress of pupils they are very good. Although governors complete regular risk assessment visits, they do not cover all the school's activities. The school has a sound policy for promoting race equality, and deals very effectively with any form of harassment which may arise.

The school's broad and balanced curriculum is often enhanced by a variety of stimulating activities. For example, pupils visit a local church in order to understand better the details of a baptism ceremony in religious education. Regular visits to places of interest, such as the Beamish Museum, are used to enliven the curriculum. Many teachers use role-play in such subjects as English and history to sharpen pupils' interest. The school has good links with parents through regular newsletters and daily informal contact between staff and parents and carers.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the head teacher and other key staff	The headteacher provides good leadership. The deputy headteacher and other key staff provide very good support in the overall leadership and management. The leadership promotes very good team work and shared commitment to achieve the school's targets.
How well the governors fulfil their responsibilities	The governors fulfil most of their responsibilities well. They provide regular support in classrooms and monitor their curriculum areas well so that they have a good knowledge of how well the school is performing against targets in the development plan.
The school's evaluation of its performance	Very good. The school has very good procedures for monitoring the quality of teaching and learning and it uses assessment and other data well to evaluate how well the pupils and the school are performing.
The strategic use of resources	Good. The school has recently made good use of Lottery funding and support from parents to establish a 'Log Trail', which has improved the outdoor facilities for pupils.

The quality of accommodation is satisfactory. There is a well stocked library area. The quality and range of learning resources are good and help to promote good learning in most lessons. There are sufficient suitably qualified teachers to teach the curriculum. Education support assistants (ESAs) are well trained and well deployed to support and enhance pupils' learning across the age range. The governors use a number of methods, such as tendering, consulting and comparing costs, to get the best value from their spending.

## **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>• The school expects children to work hard.</li> <li>• The school helps children to become more mature and responsible.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with parents on those aspects which please them most. Although the school does not provide any after school clubs, this is not unusual in schools for pupils of infant age. Nevertheless the team considers that the extra-curricular activities, such as visits and visitors to the school, are a good feature of school provision and help pupils achieve and to enjoy their learning.

## **PART B: COMMENTARY**

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

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

1. The attainment of children entering the Reception class varies yearly, but, overall, is below what is expected for pupils at this age, especially in the areas of communication, language and literacy. Nevertheless, in response to good teaching, all children make good progress and achieve well across all areas of the curriculum. As a result, most reach the nationally expected goals in all areas of learning by the end of the Reception year.
2. In the 2002 statutory tests for seven year-olds, the attainment of pupils in reading was above the national average compared to all schools and was average in writing and mathematics. When compared to similar schools, the attainment in reading was well above average and above average in writing, mathematics and science. Since the last inspection there has been a gradually rising trend in all subjects because of improved teaching and learning. In reading this trend is well above those in other subjects. There were no significant differences between the attainments of boys and girls. Inspection findings reflect the statutory assessments, although there are clear indications that the present good quality of teaching is continuing to raise standards further in English, mathematics and science. The school has set targets for future attainment in English and mathematics, which are realistically based on prior attainment of pupils. However, the targets do not focus sufficiently on the higher levels of attainment, which might be achieved by an increasing number of higher attaining pupils.
3. By the end of Year 2, pupils are confident speakers. They listen well during class and group discussions, follow instructions well and make thoughtful responses to questions. They read well and higher attainers use different ways to read and make sense of unfamiliar words. Some lower attainers have difficulties using correct letter sounds to work out new words, but nevertheless persevere, with support. Many pupils use imaginative vocabulary when writing stories and reports. However standards are not as high as they could be because spelling is frequently incorrect and handwriting skills are under-developed.
4. Most pupils understand place value and order numbers to 100 by the end of Year 2. They add and subtract simple tens and units and recall their arithmetic tables for 2 and 5 when calculating multiples of these numbers. Many measure length in centimetres and metres, recognise and name common two-dimensional and three-dimensional shapes, tell the time using 'o'clock' and 'half past', and give the correct change in pence from a pound coin when doing shopping sums. Pupils have difficulty interpreting word problems and higher attaining pupils are not always sufficiently challenged.
5. In science, pupils follow simple instructions to investigate a range of materials, observe carefully and record their results in writing or using a simple table, but infrequently measure in various units and explain what they have observed using scientific language. Lower attaining pupils sometimes have difficulties saying what they have observed, but higher attaining pupils can explain, when prompted by the teacher, why magnets don't attract all shiny, metallic objects. They know that plants need light, water and soil to grow and label the major parts of the body. They have a sound grasp of simple electricity and its dangers, and some higher attaining pupils can explain why a broken circuit doesn't work.

6. Most pupils achieve well in English, mathematics and science, including those with special educational needs. However, in some lessons in each of these subjects higher attaining pupils could achieve more if given opportunities to succeed with more challenging tasks.
7. Pupils achieve well in geography, information and communication technology (ICT), physical education (PE) and religious education and attainment is broadly in line with the national expectation in these subjects. In art and design, history and music attainment is above what might be expected because of good and frequently very good teaching and stimulating activities which make learning exciting for pupils. Most pupils with special educational needs make good progress towards the targets set for them because work set is well matched to their needs and learning support staff provide valuable additional support.

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

8. All pupils, including those with special educational needs, have very positive attitudes to learning and take part enthusiastically in all school activities. For example, in assemblies they often use lively actions to accompany very spirited singing. They settle quickly in lessons and maintain their interest even when not directly supervised by adults. The youngest pupils concentrate very well. In a Reception class literacy lesson the ESA used role play to illustrate the use of the sound 'oi' and children listened and participated attentively.
9. Pupils' spiritual, social and moral development are very good. In the reception year children behave, co-operate and take turns when using equipment. Most pupils share a keen sense of the excitement of learning in many subjects. All pupils behave well in lessons, at playtimes and lunch times and move around the school in an orderly way. They are receptive, well mannered, polite to adults and each other and courteous and welcoming to visitors. They participate maturely in creating class rules and understand well what behaviour is expected by staff. The result is a calm atmosphere of mutual respect that ensures a positive environment for learning.
10. Relationships between pupils and with adults are very good and contribute to the quality of pupils' work. They play well with each other at break times and their good behaviour ensures that lunchtime is a pleasant, social occasion. During lessons, the youngest pupils respect each other's space when sitting close together on the carpet. During a Year 2 PSHE lesson, the very good relationships between pupils and the teacher gave pupils confidence to contribute their own ideas. Pupils co-operate well in lessons. For example, in a class for Year 1 and Reception pupils, each pupil contributed keenly to the group effort of wrapping a present during a science investigation comparing different wrapping materials.
11. Pupils' personal development is good. Year 2 pupils show mature support for younger pupils in the playground as part of the 'Mini-Buds' scheme, and in other classes pupils complete various tasks responsibly. They show respect for the views of others, as, for example, when they discuss the value of friendships during a PSHE lesson. When given the opportunity, pupils work independently, as, for example, when Year 2 pupils used the Internet to carry out research on Samuel Pepys. However, opportunities to promote independence, such as choosing library books from the library, are not regularly provided.
12. There have been no exclusions during the last few years. This is because the great majority of pupils respond well to the high expectations of behaviour of teachers. As a

result, pupils and staff work in an environment in which oppressive behaviour, bullying and sexism is rarely encountered. The attendance level is satisfactory. It has improved since the last inspection and is now similar to the national average. The level of unauthorised absence is better than that in similar schools. Most pupils arrive at school punctually and teachers' well-established morning routines and prompt registration result in an effective start to the day.

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

13. Teaching is of good quality throughout the school. In some lessons it is very good and sometimes excellent. In almost nine out of ten lessons the teaching is good and in two out of five lessons it is very good or better. No unsatisfactory teaching was observed in any classes. This is an improvement since the time of the last inspection, when half of the lessons were described as at least good, but one in ten lessons was unsatisfactory. The overall quality of teaching in the Reception class, which was criticised at the time of the last report, is now good, but is often very good. In English, mathematics, science, history, music and physical education teaching is of good quality. In art and design, design technology, ICT and geography there was insufficient evidence to make a judgement on teaching quality.
14. Most lessons benefit from very good planning. Teachers make clear to pupils what they need to learn and select activities which are usually well matched to pupils' needs. These are carefully explained to pupils, who, as a result, proceed confidently with their work. In most lessons teachers make very good use of resources and time and this enables pupils to work effectively at their own pace. In one very good literacy lesson for a class of Year 1 and 2 pupils, the teacher prepared a wide selection of laminated 'Bingo' word cards for a lively word recognition game at the start of the lesson. Later in the same lesson, pupils were well equipped with worksheets containing prompt questions and words to assist them with their writing. Teachers invariably manage pupils very well and, as a result, pupils remain on task longer and work at a lively pace. In many lessons, such as those in music and PE, teachers use demonstration well to illustrate particular skills. They also make good use of the end of lessons to questions pupils about what they have learned and to reinforce their understanding.
15. Pupils, including those with special educational needs, learn well and sometimes very well, in most lessons. Teachers plan well for pupils with special educational needs by giving special attention to these pupils in their weekly and daily lesson planning. This ensures that the work set is at the right level so that these pupils are both supported in their learning and challenged to make good progress. ESAs are well briefed to assist pupils with special educational needs and as a result, these pupils usually achieve well. Teachers' good sense of humour is used well in role-play activities, in subjects such as English and history, to engage and motivate pupils. In an inspiring Year 2 history lesson, the teacher introduced pupils to a 'real' Mr Pepys, dressed in appropriate costume, who gave them opportunity to question him about his life and times.
16. Some very good teaching occurs in lessons in the Reception class, English, mathematics, science, history and PSHE. These lessons are characterised by a number of similar features, such as the very good use of teachers' subject knowledge to challenge pupils, brisk pace and stimulating resources. In a very good PSHE lesson for Year 2 pupils, the teacher used a series of very interesting parts of photographic images of familiar places and people to challenge their assumptions. At the beginning of the lesson she skilfully introduced the idea of false impressions given when only part of a picture is seen. Pupils responded very well to the challenge and discussed maturely in groups what message each partial image conveyed.

17. Where teaching is less than good, it is often because the degree of challenge for some higher attaining pupils is insufficient and, as a result, they don't always achieve as well as they should. This happens on a small number of occasions when teachers' questions limit the response of pupils to one word answers. At other times, as for example in some science lessons, there are insufficient opportunities provided for higher attaining pupils to measure and record in a variety of ways and use their knowledge and scientific language to interpret what they have seen. Literacy and numeracy skills are mostly well taught throughout the school. Pupils are given good opportunities, in many subjects to write soundly constructed sentences but spelling is often unsatisfactory. Teachers successfully plan pupils' use of computers in many subjects, but in English, computers are not used sufficiently to support pupils' writing. Teachers mark pupils' work regularly but do not consistently provide comments which enable pupils to improve their work, and wrong spelling is frequently ignored. Homework is used well to support literacy, numeracy and other subjects such as science, history and geography.

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

18. The school plans a broad, balanced and relevant curriculum that meets all statutory requirements for the National Curriculum and Durham's Agreed Syllabus for religious education. The quality and range of learning opportunities provided for the pupils are good. In the Reception year the quality of the curriculum has been greatly improved since the time of the last inspection. It now provides good opportunities for all pupils, including those with special educational needs, to take part in all areas of learning. In so doing it is enabling all pupils to achieve their early learning goals.
19. Good improvement has been made since the last inspection in English, science, history, art and design and music. There has also been a significant improvement in the provision made for children to engage in purposeful play. Sex education and awareness of drugs and medicines is taught effectively through the science curriculum. Collective worship meets statutory requirements and contributes well to pupils' personal, and religious education. Good provision is made for PSHE for all pupils through planned lessons.
20. Teachers plan together well to ensure that pupils of the same age, in different classes, receive the same learning experiences. The high degree of co-operation between teachers and ESAs has a positive impact on the quality and range of learning opportunities provided for pupils. Teachers plan for the effective use of information and communication technology (ICT) in many subjects, including mathematics, art and design, history, geography, religious education and science. All pupils, including those with special educational needs are provided with good support to enable them to achieve well and develop positive attitudes to learning. Very good planning ensures that all pupils with special educational needs, are taught alongside their peers in the classroom. This means that they have full access to the curriculum. All pupils who are on the special needs register have an individual education plan with clear learning targets which are reviewed regularly and assessments of progress used to plan activities which build well on their prior learning.
21. The school has fully implemented fully the national strategies for teaching literacy and numeracy. Effective planning for the teaching of 'phonics' (recognising and pronouncing letters and strings of letters to make words), reading, writing and speaking and listening has contributed to the raising of standards. However, there are

insufficient planned opportunities for improving spelling and handwriting. Pupils in Year 1 receive additional effective support through the Early Literacy support programme. Opportunities to promote and consolidate pupils' numeracy skills occur in science, design and technology, ICT and geography.

22. Provision for extra-curricular activities is good. Visitors are used to enrich pupils' learning experiences. A particularly good example of this was the planned visit of "Samuel Pepys" to a Year 2 class to give his eye-witness account of the Great Fire of London. Regular visits to places of interest in the immediate locality enhance pupils' learning. For example, pupils visited the local Chapel to learn about the importance of baptism in Christianity. The local community makes a sound contribution to pupils' learning. Pupils regularly sing to community groups and take part in religious celebrations such as harvest festival. The school's links with the local junior school are well established and help to provide a smooth transition to the next stage of education.
23. The overall provision for pupils' spiritual, moral, social and cultural development is good. This represents good improvement since the last inspection, when it was judged to be satisfactory.
24. Provision for spiritual development has improved significantly and is now very good. Well planned acts of worship meet statutory requirements and make a very positive contribution to pupils' spiritual development. Ample time is given for pupils to reflect on issues, and prayers are relevant to pupils' age and knowledge of the world. Time for reflection is regularly planned in lessons and pupils are often asked to consider how they and others might feel in a range of situations. For example, during a literacy lesson pupils were asked to put themselves into the shoes of a story character who had received a letter accusing him of being lazy and cruel. Pupils are encouraged to appreciate and celebrate their own and each others' efforts and successes. Pupils often applaud and congratulate each other without prompting. Teachers promote these values well through skilful questioning and ensuring pupils are given sufficient time for reflection in lessons.
25. The provision for pupils' moral development is very good. All staff have high expectations of pupils' involvement in lessons and their behaviour throughout the school. The consistency of approach ensures that pupils are very clear about what is expected of them, and why. Pupils are fully involved in the drawing up of their class rules to support their understanding of right and wrong. Many activities, such as 'circle time', (sessions where pupils have the opportunity to discuss how they feel and think about a range of issues) help pupils to appreciate the difference between acceptable and unacceptable behaviour, and how their perceptions of a situation may not always be accurate. The need to eradicate bullying is referred to regularly and is promoted well through the introduction of the 'Mini Buds' scheme. The scheme encourages Year 2 pupils, with adult support, to take an active role in helping other pupils to behave sensitively and responsibly towards each other. All adults in the school provide very good role models, in the way they respect all pupils and value their opinions.
26. Very good provision is made for pupils' social development. Teachers give pupils increasing responsibility as they move through the school, both for their own conduct and the smooth running of the school. The 'Mini Buds' scheme supports the development of pupils' confidence and self-esteem, as do the opportunities for pupils to contribute in lessons. Pupils' achievements are celebrated in class, through assemblies and in the very high quality displays around the school. Opportunities are provided for pupils to think of others through their support of charities. Pupils'



understanding of citizenship and community awareness are fostered well through their work in the school and local community.

27. The school makes satisfactory provision for cultural development. Pupils' appreciation of their own culture is developed through subjects such as literature, history and art, religious education and assemblies. Pupils' multicultural awareness is developed through topics in religious education, about other faiths and the celebration of a variety of festivals such as Chinese New Year. Efforts are made to include artefacts from other cultures in displays around the school and pupils play percussion instruments of African origin. However insufficient opportunities are provided to give pupils the knowledge and understanding required to appreciate fully the ethnic and cultural diversity of British society.

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

28. The school has good procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated person for child protection and is effective in ensuring the school follows locally agreed procedures. Teaching and support staff are trained to deal with any situations that may arise. The provision for first aid is good because all staff have received emergency training and records of any treatment and correspondence with parents and carers are well documented. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. The school has an effective Internet policy and do not allow pupils access to the Internet without adequate supervision. Outside contractors regularly check the fire extinguishers, electrical items and physical education equipment. A sound health and safety policy is in place and the school carries out a risk assessment each year. However it is limited only to the school environment and does not cover all of the activities taking place in the school.
29. The monitoring and support of pupils' personal development is very good. Their personal qualities are assessed and recorded in detail. Pupils are given good opportunities to develop these qualities when they are given various responsibilities around the school. The school uses a number of strategies to encourage pupils to value and improve their work. These include 'star of the week' award and work placed in the 'happy box' to be seen by the headteacher.
30. The procedures for promoting discipline, good behaviour and for preventing any oppressive behaviour are also very good. The school has effective policies for promoting racial equality and uses opportunities in monitoring behaviour, teachers' planning, the provision of resources (such as books) and in assembly themes to implement this regularly. Class rules and the code of conduct are displayed in classrooms and teachers discuss them with the pupils at appropriate times. Teachers often make good use of praise and encouragement. Pupils understand the rules of behaviour well and consequently there are very few incidents of aggression. Bullying is rare, but when apparent is dealt with swiftly by the school, which has systematic monitoring procedures for dealing with all forms of harassment.
31. The school has effective procedures for monitoring and promoting good attendance and punctuality. The school makes good use of the computerised attendance system to enable the secretary and headteacher to monitor and analyse the registers regularly and contact parents as necessary. This process is strengthened by the regular monitoring visits to the school of the education social worker. Good attendance is regularly highlighted in assemblies, where pupils with very good attendance receive certificates.

32. The school has very good procedures for assessing pupils' attainment and progress in every subject of the curriculum using nationally agreed levels. Written guidance for teachers is good, and they are well supported by portfolios of pupils' work. Teachers maintain up to date assessment files which are carefully monitored by the assessment co-ordinator to ensure that all teachers use the agreed procedures consistently. Whilst the school has set non-statutory targets for the percentage of pupils gaining expected levels at the end of Year 2, it has not set targets for the percentage of pupils who could gain higher levels. Teachers set realistic curriculum targets for English and mathematics, which are attached to pupils' books. These are regularly reviewed and highlighted as pupils achieve their targets. In this way teachers develop a very good knowledge of what pupils know, understand and can do. The school has not yet found an effective way of sharing targets with pupils and parents so that pupils have a good knowledge of their own learning.
33. The school's use of assessment information is good. Detailed analysis of the national test results in 2001 yielded useful information identifying strengths and weaknesses in teaching and learning. Weaknesses are identified as areas for development in the school improvement plan and are incorporated into teachers' future lesson plans. Teachers mark work regularly using encouraging comments, but do not say clearly what pupils must do to improve their work.
34. The school has good procedures for identifying and supporting pupils with special educational needs in line with the new Code of Practice. Parents are kept informed of concerns raised by the school, and are fully involved in meetings to review progress. The school has an up to date register of gifted and talented pupil, which is regularly reviewed.

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

35. The school has good links with the parents. The school staff work hard to provide a good range of information about the school and its work. Every half term, class teachers send home letters outlining what they will be teaching pupils and work pupils will be expected to do at home. The school sends out other newsletters containing details of future events and general administrative information. Good opportunities are provided before the start and end of each day for parents to meet the staff informally. Inspectors saw several informal conversations taking place between staff and parents at these times and parents clearly welcome the opportunity to talk with staff in this way.
36. In their responses to the questionnaire, and at a meeting with inspectors, parents indicated their satisfaction with most of what the school does. Parents believe that the school is well led and managed and that the teaching is good. Their children like coming to school, behave well and make progress from the level of support they receive. They feel the school works closely with parents and they are well informed about how children are getting on. The inspection team supports their positive comments, which show an improvement since the last inspection. A small percentage of parents felt that the range of extra curricular activities was limited, but inspectors believe that the variety of visits, visitors and other events are a good feature.
37. Almost all parents come to the formal meetings with teachers in the autumn and summer terms to find out what their children will be doing and to discuss their progress. Annual reports on pupils' progress are sent home in the summer term. Although these reports provide comments on all subjects of the National Curriculum and religious education, the quality of information requires some improvement. This is

because, for some subjects, comments for different pupils are generic comments about national expectations of attainment. In other subjects little information is given about the knowledge and skills which pupils have acquired. Parents of pupils with special educational needs are appropriately involved in the setting and review of targets in their individual education plans.

38. Parents' involvement with the school makes a satisfactory contribution to its work and to the attainment of the pupils. Discussion with pupils indicates that many parents help them with homework, such as reading at home. Pupils' very positive attitudes to school reflect, in part, the extent to which parents encourage their children to respect the school and the education process. The school has successfully organised family literacy and numeracy courses which have been well attended. However other meetings with information for parents are not always well attended. The helpers' organisation (HAPI), which is made up of parents and friends of the school, has very successfully organised many fund-raising events. Money collected in this way has recently been used to help fund the school's outdoor 'log trail'. A small number of parents gives regular and valued support to pupils in classrooms whilst others help with school visits. Class teachers provide very good written guidance to enable parents working in the school to provide effective support.

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

39. Since the last inspection the quality of leadership and management has been maintained. The headteacher provides good leadership in a number of ways. She is very accessible throughout the day to pupils, staff and parents and provides a good lead in her music co-ordination and teaching roles. She regularly leads whole school assemblies during which she keenly reinforces the school's expectations of behaviour. As the special educational needs co-ordinator, she monitors the needs of individual pupils and maintains regular liaison with parents. She has established a good management structure in which roles are clearly defined and responsibilities undertaken efficiently and effectively. Staff meetings are regularly organised to consider pertinent items such as progress on the school management plan targets, and outcomes are followed up well by responsible staff. She values the contributions of all staff and involves them well in decision making and planning.
40. Draft policies such as those for target setting, monitoring and homework are considered thoroughly by staff before their adoption; and subject audits, completed annually by subject co-ordinators, contribute significantly to the school's management plan. The school has a number of recently reviewed policies to ensure that all pupils learn well, are fairly treated and well cared for. These include policies on behaviour, harassment and bullying, special educational needs, gifted and talented pupils and assessment.
41. The headteacher is very well supported by her deputy and three teachers, who all carry significant curriculum co-ordination roles. Along with the headteacher, they share a clear view about how the school needs to improve, and support each other well in helping this to happen. This is clearly shown in the care taken by teachers and learning support assistants to plan consistently for the needs of pupils of different ages in the same class and those with special educational needs. The deputy headteacher is a very effective staff development officer, English, history and art and design co-ordinator, and provides a good curriculum monitoring role. Since the last inspection, staff have improved their subject leadership roles. As a result they regularly provide staff guidance and support at staff meetings and training days.

42. Since the last inspection the quality of monitoring of teaching and learning has evolved and improved. It is now very good. The headteacher now regularly monitors teaching and learning and LEA inspectors continue to provide well documented and valued monitoring visits. As a result, the quality of teaching and learning has continued to improve. The performance management process is well organised and documented and provides valuable opportunities to identify generic targets, such as pupils' writing, for the improvement of standards. The school development plan is a well considered document which incorporates useful self-review and subject audit summaries. The plan clearly identifies targets for raising standards, such as pupils' writing, the development of mathematical vocabulary and language and the development of an improved curriculum for pupils' personal, social and health education.
43. The governing body uses its time well to shape the direction of the school and fulfils its statutory responsibilities effectively. Governors share the headteacher's view of what the school does well and what needs improving. They use the headteacher's termly reports to keep abreast of developments, but also have a good, first hand impression, based on regular school visits, of how the school is performing. Since the last inspection governors have ensured that the school's action to deal with issues arising from that report have been successfully completed. They have accepted specific monitoring responsibilities for aspects such as literacy, numeracy and special educational needs. For example the vice chair and numeracy governors visit the school weekly and the literacy governor regularly supports pupils in reading and number work. The special needs governor has a good understanding of the extent of pupils' individual learning needs through regular discussion with the headteacher.
44. The special educational needs of pupils are managed well. There is an up to date policy which complies with the new Code of Practice. The school has good links with outside agencies to help them meet the special educational needs of pupils. The special educational needs co-ordinator and the designated governor ensure that legislative procedures such as review meetings are followed, and all staff are involved in taking responsibility for the education and welfare of pupils with special educational needs.
45. Governors make good use of comparative data to monitor standards and the overall provision. They discuss the annual results of statutory assessments and local authority statistics to assess how well the school and its pupils are performing. Last year they agreed to improve mathematics resources in order to successfully raise standards. Developments are backed by good financial planning. This has ensured, since the time of the last inspection, that resources are, generally, of good quality and range. Recent spending on additional computer equipment has enabled the school to upgrade its resources for information and communication technology and the school office to take advantage of management software for assessment and special educational needs. Governors have plans to make good use of the recent budget surplus. They include using some of the money to offset the loss of funding due to falling rolls; the remainder is to be used to part-fund necessary toilet refurbishment. The school secretary provides good quality administrative support for the headteacher, teachers and governors, and makes good use of several useful software programmes to assist with routine management and administration.
46. The school has used its 'additional' government (Lottery) funding well to provide a new outdoor 'log trail' to enhance pupils' outdoor playtime, and the Standards Fund to purchase new laptop computers. Governors are good at ensuring they get the best value out of their spending. They recently used tendering procedures well to secure the best value from a contract to supply new windows. They consult parents on issues

before spending, as, for example, in the purchase of cool water drinking machines for pupils and improved school security systems. Governors have recently agreed to challenging targets for English and mathematics for 2004.

47. The quality and range of resources are good overall. They are particularly good in the Reception year, in English, mathematics, art and design, music, history and religious education. In art, history and music the quality has a significant impact on the quality of learning. There are sufficient, experienced, appropriately qualified teachers and learning support assistants to teach all subjects of the curriculum to all pupils. There are sufficient well trained and enthusiastic lunchtime supervisory staff to meet the pastoral needs of all pupils outside of lessons. The quality of accommodation is satisfactory overall. The school has established an attractive, well stocked library area in the hall. The staff, particularly the full-time ESA, are successful in their efforts to enliven and improve the teaching and learning environment throughout the school with attractive and informative displays of pupils' work.
  
48. The unit costs for the school are above the average for similar schools. Nevertheless, taking account of attainment on entry, standards achieved, the good quality of teaching and learning and very good attitudes and behaviour of pupils, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to improve standards, governors, the headteacher and staff should:

(1) Raise further the standards in English, mathematics and science, by:

(i) In English:

- improve the quality of pupils' spelling and handwriting;
- Use marking consistently to show pupils how they can improve their work, particularly their spelling and handwriting.

(ii) In mathematics:

- Provide more opportunities for all pupils to interpret word problems and higher attaining pupils to choose ways of recording investigations;
- Improve the overall challenge provided for higher attaining pupils;
- Use marking consistently to show pupils how they can improve their work, particularly their spelling and handwriting.

(iii) In science:

- Provide a) more opportunities for higher attaining pupils to explain the outcome of investigations using appropriate language; b) more opportunities in investigations to measure and record in different ways;
- Use marking consistently to show pupils how they can improve their work, particularly their spelling and handwriting.

*(Paragraphs 17, 65, 70, 72, 76)*

(2) Provide increased opportunities for pupils to develop an understanding of the traditions of other cultures in order to recognise fully the ethnic and cultural diversity of British society.

*(Paragraphs 27, 85, 119)*

### Minor issue

Governors may also wish to include the following issue in their action plan in order to improve the overall provision:

(i) Improve the quality of risk assessments carried out by implementing a whole school assessment which takes account of all activities taking place in the school.

*(Paragraph 28)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	15	5	0	0	0
Percentage	3	32	48	16	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 just under three percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	110
Number of full-time pupils known to be eligible for free school meals	N/A	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	5.0
National comparative data	5.4

School data	0.3
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	22	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	25
	Girls	20	20	21
	Total	44	45	46
Percentage of pupils at NC level 2 or above	School	90 (85)	92 (85)	94 (76)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	24	26
	Girls	21	21	21
	Total	46	45	47
Percentage of pupils at NC level 2 or above	School	94 (85)	92 (85)	96 (82)
	National	85 (85)	89 (89)	89 (89)

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

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	105	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

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

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

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

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	22.0
Average class size	27.5

#### **Education support staff: YR – Y1**

Total number of education support staff	2
Total aggregate hours worked per week	54

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2
	£
Total income	321,875
Total expenditure	320,830
Expenditure per pupil	2,742
Balance brought forward from previous year	36,875

**Recruitment of teachers**

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

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

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	110
Number of questionnaires returned	34

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	65	32	3	0	0
Behaviour in the school is good.	56	41	0	0	3
My child gets the right amount of work to do at home.	68	24	9	0	0
The teaching is good.	79	18	0	0	3
I am kept well informed about how my child is getting on.	53	41	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	56	35	6	3	0
The school is well led and managed.	74	24	0	0	3
The school is helping my child become mature and responsible.	65	32	3	0	0
The school provides an interesting range of activities outside lessons.	26	32	9	9	24

## **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**

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

50. Provision for children in the Reception year is good overall with some very good features. The curriculum has greatly improved since the last inspection. It now benefits from the latest national guidance in all areas of experience and meets the needs of all children well. The key issue from the last inspection relating to the curriculum for Reception children has been dealt with very effectively.
51. Children are admitted into the school in September in accordance with locally agreed procedures. Of the 35 children in the Reception year, 30 are taught in the Reception class, and five in a class which also contains Year 1 pupils. Through careful planning and the provision of appropriate adult support, the school ensures that children in both classes receive very similar experiences that are well matched to their personal, emotional and learning needs. Children are carefully assessed shortly after they start school and assessments show a wide range of attainment within and between year groups. Levels of attainment overall, however, are below those expected, especially in the areas of communication, language and literacy. All children, including those with special educational needs, make good progress and most reach the expected goals in all areas of learning by the end of their Reception year.
52. The quality of teaching is good, with some very good features. Teachers have a good knowledge of the curriculum, and plan both whole class and small group choice activities that are well matched to children's learning needs. Basic literacy and mathematical skills are taught well. Teachers have high expectations of what children can achieve and provide them with a wide range of stimulating experiences that build on what children already know, and can do. This ensures that all children learn well and develop very positive attitudes to learning. Teachers use a range of assessment procedures very effectively to monitor children's progress and use the information from assessment well to plan future lessons. Children are challenged and expected to do their best. They respond well to the challenge and work hard. Teachers and ESAs work together very productively to ensure that all sessions are purposeful.
53. The provision for Reception children is well led and managed. Regular monitoring of the effectiveness of the planned activities ensures that developments to improve the overall provision are identified and acted upon.
54. Classrooms are very well organised and resourced and the very high quality of displays enlivens classrooms and supports learning. The outdoor play area is currently underused, but the school has identified this as an area in need of improvement. Parents are provided with sufficient and regular information about pupils' learning to enable them to support their children further at home. This is particularly true of the information they receive about how letters and the sounds are taught, and how to help their children read.

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

55. Teaching of personal, social and emotional development is good and most children reach the expected goals by the end of their Reception year. Adults provide good role models and expectations of children's behaviour and learning is high. Teachers plan carefully structured daily routines which children can respond to well. Activities enable children to work independently and in small and large groups. They behave well, co-operate, and happily take turns when sharing equipment. Relationships with each other and adults are very good. Children concentrate for extended periods of time because they are interested in the activities and are well supported by adults. As a result children develop into confident, enthusiastic and responsible learners who, at appropriate times, make independent choices.

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

56. Many children have knowledge and skills below the levels expected in most aspects of this area of learning when they start school. In particular, the speaking skills of many children are limited. They use a narrow range of vocabulary and speak in short phrases. Good teaching ensures that all children make good progress and many reach the expected goals by the end of their Reception year. Effective use of structured schemes and stimulating learning opportunities ensure that children develop positive attitudes about reading and writing. Children achieve well when using their knowledge and understanding of letters and the sounds that they make. The range of teaching methods used, such as drama puppetry, ensures that children's interest is maintained in all activities. Adults listen attentively to children and teach them to use of correct speech. Good opportunities are provided for children to handle and explore books and they understand that print carries meaning and know how a book is organised. Many read common words and simple sentences that are well known to them. Children enjoy books. They listen attentively to stories and have access to a good range of fiction and non-fiction texts. They regularly take home books and are well supported by their families. Daily play helps children develop their skills in speaking, listening and writing. This is particularly effective when adults become involved.

### **Mathematical development**

57. On entering the Reception class a significant number of children have levels of understanding in this area of learning below those expected for their age. They make good progress because teaching is good. As a result, most children reach the expected goals by the end of their Reception year. The well-planned and organised activities cover all areas of mathematical development. A combination of focused teaching and practical activities enable children to learn new skills and practise those they already have in a wide range of situations. They learn to count, order, match and compare numbers. Many can count on from a given number and understand that when two numbers are added the resulting number is bigger. They confidently calculate using practical apparatus, record their answers accurately, and use mathematical language such as 'tall', 'short', 'heavy' and 'light'. Resources are used very well in practical activities to help children learn about shape and pattern.

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

58. Good teaching ensures that most children reach the expected goals for this area of learning. Teachers plan lessons that capture children's imagination and provide many opportunities for exploration. For example, children are encouraged to observe materials with magnifying glasses and to take pencil rubbings of their textures. When learning about the different strengths of materials, children make houses for the 'Three Little Pigs' using materials that closely match those in the story. They learn how to join

materials in a variety of ways and use simple tools with increasing skill. Children cooperate well and are proud of what they achieve. They are curious, and are encouraged in all their work to use their senses and to talk about what they can see and feel. They use everyday technology with confidence, such as tape-recorders when listening to stories and computers to design patterns. They have an appropriate grasp of time and place through talking about their own lives since they were born and places that are familiar to them. Children learn enthusiastically about stories from the Bible such as 'Noah's Ark' and 'Jonah and the Whale'. Through stories and the celebration of festivals children are made aware of cultures and religions other than their own, although the work they do in this area is limited.

### **Physical development**

59. The teaching of physical development is good and by the end of their Reception year most children reach the expected goals for this area. They move confidently around their classrooms and are aware of their own space and that of others. Children use pencils, paintbrushes and scissors with increasing skill because they are provided with many daily opportunities to use these tools. They handle small objects confidently as they build models. The practical emphasis placed on all planned activities fully supports their learning in this area. Children have regular access to the school hall and good quality equipment to support their physical development. However, the range and frequency of planned outdoor play activities has yet to be fully developed.

### **Creative development**

60. The creativity of many children is below the levels expected when they start school. By the end of their Reception year most children reach the expected levels in this area of learning, because teaching is good with some very good features. Strong links are made to other areas of children's development and the planned activities are securely rooted in experiences children can relate to. For example, to stimulate children's interest in pattern, design and colour, adults prepared a pillow covered with many pillowcases. As each was removed, children's anticipation of what was to follow was intense, they were engrossed with ideas about the colours and designs of each pillowcase. Children have daily opportunities to paint, print, work with malleable materials and create collages and models. Well briefed adults helped them learn with questions about what they can see, feel and think. Good use is made of role-play by adults to allow children to express ideas and feelings, use their imagination and learn new vocabulary. Children sing well from memory and have regular access to a range of musical instruments. Drama and puppetry are used effectively in many aspects of the children's work.

## **ENGLISH**

61. Standards have improved since the last inspection. During the last 4 years the standards in reading and writing have improved steadily. The school has consistently set itself challenging targets to raise standards and teachers and pupils have worked successfully to achieve them. In 2002, pupils' attainment was average for writing, and above average for reading when compared to schools nationally. When compared to similar schools, pupils attained standards well above average for reading and above average for writing. Standards are improving because the quality of teaching has improved, and teachers apply the principles of the National Literacy Strategy very effectively.

62. Inspection evidence indicates that, by the end of Year 2, pupils' attainment in English is in line with the national average overall. Standards in speaking in Years 1 and 2 are about average. However, there is a wide range of ability evident within all classes. Pupils are confident speakers, although some find it difficult to articulate their ideas clearly. Teachers understand the need to develop this aspect of learning and consequently plan many opportunities for pupils to speak during lessons. In the most effective lessons pupils are sensitively encouraged to share their thoughts and ideas, sometimes with 'talk partners' before speaking to a larger group. In many subjects, at the end of lessons, teachers provide a time for pupils to discuss their ideas and this is a consistently good feature of their planning. Pupils throughout the school are good listeners, and they understand and follow instructions.
63. Standards in reading are above those expected nationally because a significant minority of pupils reach the higher levels of attainment in Year 2. These pupils use many strategies, including whole word recognition, word building, and the use of picture and context clues to read and understand unfamiliar words. Whilst most pupils know which sounds letters make, a significant minority need prompting to apply what they know to word building. They have difficulty blending letter sounds, which impedes the progress they make in reading. However, most pupils enjoy reading. They talk about stories they enjoy and some predict what might happen next. Most pupils read well because teachers give effective support to them in lessons and provide them with texts that are well matched to their ability. Pupils are also supported well at home. They know the difference between fiction and non-fiction texts, and higher attaining pupils in Year 2 confidently locate books in the school library. The school has an interesting range of appropriate fiction and non-fiction books suitable for pupils' reading levels in other subjects of the curriculum.
64. The school uses a number of strategies to make pupils aware of language. Classroom walls have very well presented word lists and vocabulary banks to help pupils learn in English and many other subjects. An attractive and well stocked library area is centrally located in the hall and is used regularly by all classes. Book corners are well stocked and role-play areas provide opportunities for reading and writing. There is a good supply of dictionaries although some pupils are not confident in their use.
65. Attainment in writing is broadly in line with national expectations. However, the standards attained by many pupils are not as high as they could be because of inaccurate spelling and underdeveloped handwriting skills. In Years 1 and 2, pupils often spell simple, frequently used words incorrectly, and very few pupils attempt to join letters when writing. Pupils know how to sequence a story because teachers use opportunities well to talk about setting, characters and endings. In Year 1, pupils write simple sentences using capital letters and full stops. By the end of Year 2, pupils use more imaginative vocabulary to make their writing interesting for the reader. Examples of pupils' writing include story writing, report writing, poetry, letters and instructions. Pupils often use their writing effectively in other subjects. The use of the computer to support various types of writing, such as simple story writing, is under-developed.
66. The quality of teaching is good, overall, and has some very good features. Teachers use the National Literacy Strategy well to teach all aspects of English. Interesting lessons are planned very carefully using good quality resources which capture pupils' imagination and enhance learning. In the best lessons, time is managed well so that pupils learn at a brisk pace. Good opportunities are used to develop pupils' speaking and listening skills, particularly at the end of lessons, when time is used well to involve pupils in discussion. As a consequence many enjoy sharing what they have learned. Education support assistants (ESAs) give valuable support to pupils with special



educational needs and as a result they achieve well. For example, in a very good literacy lesson for Year 1 and Reception pupils, an ESA, dressed as Farmer Duck, skilfully encouraged a group of pupils to formulate questions on their individual whiteboards to ask the 'real' Farmer Duck at the end of the lesson. Responding to her obvious enthusiasm, pupils put much effort into writing their questions and completed the task on time. Teachers set targets for individuals and groups of pupils and monitor progress towards these targets very regularly. They mark pupils work regularly but do not often say whether pupils have achieved their targets or how they might improve. Homework is set regularly and contributes well to pupils' learning in English.

67. Pupils behave very well in lessons. They work independently when required to, remain focused on their tasks, take pride in their work and present work neatly. They work very productively in lessons. On occasions the time allowed for pupils to complete tasks is not long enough to enable them to do as much as they are capable. This is particularly true for higher attaining pupils.
68. Pupils who need additional help with their work in Year 1 are given extra lessons linked to the National Literacy Strategy. In Years 1 and 2, skilled support assistants provide groups of pupils, including those with special educational needs, with valuable assistance. The subject is well led by an experienced and skilful teacher who provides a good role model. She monitors teachers' planning and pupils' work very effectively to identify areas for development within the subject. Teachers have received good quality, appropriate training which has had a positive impact on the quality of lessons.

## **MATHEMATICS**

69. In the 2002 statutory tests the attainment of pupils was broadly average when compared to all schools and above average when compared to similar schools. Over the past 4 years standards have improved steadily. The school has set itself challenging targets of attainment for most pupils which have been achieved. However, specific, higher level targets for higher attaining pupils have not been included. Mathematics results since the last inspection have been inconsistent, but the school is now making good progress. The recent good progress is partly due to the analysis of pupils' performance in the 2001 national tests and also due to improved teaching and monitoring. Most pupils, including those with special educational needs, achieve well.
70. By the age of seven, pupils recognise and count numbers up to 100 and are beginning to understand the tens and units number system. They add and subtract simple tens and units, and know their addition and subtraction facts to 10. They know odd and even numbers, find the number that is one more or less, and recognise multiples of 5 and 10. Pupils name common two and three dimensional shapes, read the time to the nearest half hour, estimate and measure in centimetres, and calculate shopping and change up to £1. Whilst pupils have opportunities to sort and classify objects, and record their results in simple charts provided by the teacher, they do not have enough opportunities to decide how to record their mathematics for themselves. Pupils have difficulty interpreting word problems in mathematics and need more practice to develop their skills and understanding in this area.
71. Teachers plan useful opportunities for pupils to use these skills in other lessons. For example, pupils use graphs and tables in science to show the results of their experiments on sound. Information and communication technology is used appropriately to support learning in mathematics. For example, in a Year 1 lesson pupils used a computer program for counting and recognising numbers, whilst also practising using the mouse to control an object on the screen.

72. The overall quality of teaching is good. Teaching is always at least good and sometimes very good. Teachers have a good knowledge of the Numeracy Strategy and plan all parts of the lesson well. This ensures that all pupils are engaged throughout the lesson so that most achieve and learn well. Good lessons are characterised by clear explanations so that pupils know what they need to do. In a very good Year 1 lesson, the teacher was particularly effective in showing the pupils clearly how estimating could be used, sharing her thinking out loud with them. This helped pupils to understand how to estimate numbers up to 30 as accurately as possible and to know how to check their answers. ESAs and parent helpers are briefed well so that they know how to help pupils to learn, particularly those with special educational needs. As a result, these pupils, like others, learn confidently and achieve well. Teachers plan opportunities to use ICT for simple number patterns, sequencing and addition and subtraction activities. Group tasks are matched well to what pupils know and help them to achieve their objectives. Higher attaining pupils are not always sufficiently challenged and have too few opportunities to organise their own recording of mathematical investigations. Teachers' assessment of learning is good so that they know what pupils can do, and use this information well to plan future lessons. The quality of marking is satisfactory and targets are set and monitored by the teacher, but pupils are not given enough information about what they need to do to improve.
73. Most pupils enjoy mathematics and behave very well. They listen well to the teacher and each other and show sustained interest throughout the lesson. They work independently, when given the opportunity, showing high levels of co-operation and concentration during group activities.
74. Leadership and management of mathematics are good. The subject leader is a skilful teacher with a clear view of what is required to raise standards. She has carried out a thorough audit and used information gained to formulate a clear action plan to improve standards. It is evident from the consistent approach throughout the school that there has been good training and implementation of the numeracy strategy. There is good evidence of monitoring which indicates that the subject has been regularly evaluated and improved. Mathematics resources are plentiful and of good quality. They are attractive, well organised, carefully looked after and used well to support learning.

## SCIENCE

75. Since the time of the last inspection standards have been maintained and pupils achieve well by the end of Year 2. In the 2002 statutory teacher assessments, pupils attain standards broadly in line with the national average, and compared to similar schools, standards in science are above the national average. The number of pupils attaining at the higher levels of attainment is well below the national average when compared to similar schools. Inspection evidence indicates that pupils' work is of a similar standard but a greater proportion of pupils now achieve at the higher levels of attainment as a result of better teaching.
76. By the age of seven most pupils know how living and non-living things differ, they label a picture of the human body, parts of a plant, and understand that exercise and healthy eating contribute to healthy bodies. They know there are many sources of light and sound and compare the distances travelled by sounds from different objects, such as a drum and a bouncing ball, recording their results graphically. They understand that electricity can be dangerous and draw a labelled diagram of a simple circuit. Higher attaining pupils can state clearly why a bulb in a broken circuit doesn't shine. Pupils, including those with special educational needs, make good progress in their study of

materials. They classify many different substances using appropriate language, such as 'metal' and 'plastic'. Many pupils use magnets to test the hypothesis that all silver things are magnetic, and higher attainers explain, with some prompting from the teacher, why the hypothesis is false. Most pupils follow instructions well when investigating, observe confidently and record using simple tables or, sometimes, graphs. However some lower attaining pupils sometimes have difficulty explaining what they have done and seen using appropriate terminology. Pupils' past work indicates that an insufficient number of higher attaining pupils measure in length, volume and time and record their work in a variety of ways.

77. Pupils are invariably very enthusiastic learners and very well behaved in lessons. They co-operate well during investigations and concentrate hard during discussions at the end of lessons. They treat resources very well and are attentive when speaking and listening to their peers.
78. Teaching is of good quality overall, reflecting the judgement at the time of the last inspection. The quality ranges from satisfactory in a minority of lessons to very good. No unsatisfactory teaching was seen. Most teachers plan their lessons well and use a variety of interesting and good quality resources. They deploy ESAs and other adults well in most lessons and use effectively a range of methods, such as group work, teacher demonstration and whole class discussion. In the best lessons, work is matched well to the needs of different groups of pupils and teachers plan tasks which challenge most pupils well, including those with special educational needs. As a result, most pupils learn well. They concentrate for relatively long periods and try hard to finish their tasks on time. At the end of the best lessons teachers leave sufficient time to test pupils' scientific understanding with challenging questions. Teachers often provide good opportunities to promote speaking and listening skills, particularly at the end of lessons, when they get pupils to share ideas about what they have learned. This happened in a very good lesson for Year 1 and 2 pupils after they had investigated the magnetic properties of a variety of shiny objects. Such questions as "What did you find unusual about your results? Did anything surprise you about these two similar looking metals?" In another good lesson, where pupils investigated wrapping materials, they showed what they knew when responding to skilful questioning about why some materials appeared to work better than others for wrapping a parcel. Teachers plan the use of the computer for accessing words to describe the texture of different materials and to record the motion of different shaped balls down an incline. Relationships between teachers and pupils are very good and help to promote good learning. Teachers and other adults frequently use their good humour to motivate and encourage pupils. Teachers mark pupils books using encouraging remarks but do not provide sufficient guidance on how pupils may improve their work.
79. The well planned curriculum reflects the latest national guidance and resources are of good quality. Assessment procedures are very good and contribute well to the pupils' accumulating record of progress. Books are regularly marked but marking does not often give pupils sufficient guidance about how they can improve. The subject is well managed by an enthusiastic co-ordinator who performs audits which contribute to the school's development plan. Monitoring is very effective and has already identified the need for more learning tasks which meet the needs of higher attaining pupils.

## **ART AND DESIGN**

80. During the inspection it was not possible to observe art and design being taught and therefore no judgement about the quality of teaching is possible. Judgements are based

on the extensive work on display around the school, the comprehensive portfolio of pupils' work, scrutiny of school documents and discussions with staff.

81. By the end of Year 2, pupils achieve standards that are above those expected nationally. This represents good progress since the last inspection when standards were judged to be satisfactory. Most pupils, including those with special educational needs, achieve well because teachers provide exciting learning opportunities and make good links between art and design and other subjects. Taking into account their limited creative experiences on entry to school, many pupils make very good progress in their observational skills and the techniques they use in their work.
82. Year 1 pupils work with a wide range of materials, and learn to use a variety of drawing and painting tools and techniques. They mix paint skilfully to produce the colours they need for their work, and blend pastel shades to produce a range of colours and tones. Pupils use these skills to good effect when creating a variety of self-portraits. They study the work of famous artists such as Modigliani as a stimulus for their work, and use their imagination well to produce interesting and well finished pieces of work. Pupils develop their design skills and ability to work in three-dimensions as they create small and large-scale weavings using a very wide range of materials.
83. Year 2 pupils build successfully on their knowledge and skills and develop their ideas through the use of different media. For example, based on the theme of water, pupils explore their ideas using marbling techniques, painting and weaving. They use printing techniques confidently and have a good awareness of shape, form and space in their observational drawings of toys. When designing and making sculptures, pupils successfully use many natural and made materials. Good use is made of a digital camera to provide photographic images as a stimulus for pupils' work, or to record work. Pupils use computer drawing and painting programs well to enhance their learning. The use of non-western art as a stimulus for pupils' work is not fully explored.
84. Pupils' previous work indicates that teachers' planning is effective and ensures pupils' skills, knowledge and understanding develop well as they move through the school. The standard of display is very high. Pupils' work is valued, and successful links are made between art and design and other subjects such as science. The planned curriculum is broad and balanced and teachers ensure that activities are well matched to pupils' interests. Teachers assess pupils' work appropriately at the end of each unit of work. Sketchbooks are used successfully throughout the school to enable pupils to experiment and explore with new materials and techniques.
85. The high quality of work produced by individuals and small groups is a clear measure of the enthusiasm and interest pupils have for their art and design. Their experiences in art make a positive contribution to their spiritual, moral and social education. The contribution made by art to pupils' cultural awareness is underdeveloped.
86. The co-ordinator for art and design is experienced, has good subject knowledge and provides strong support for teachers. She has carried out an audit of the subject through the monitoring of teachers' planning and pupils' work. This process has successfully identified aspects of the subject that could be developed further. Resources are of good quality and range.

## **DESIGN AND TECHNOLOGY**

87. There was insufficient evidence available to judge standards or teaching in this subject. The curriculum is broad and balanced and is based on the latest national guidance and includes food technology. Because the school's curriculum is planned so that many subjects are taught intensively for half a term, no lessons were observed. A portfolio of pupils' past work indicates that Year 1 pupils have designed and made vegetable soups and fruit salads and evaluated their products. They have also designed labels to match the ingredients of their meals. The subject is used effectively to promote pupils' numeracy skills when recognising and using different shapes and measuring volume and weight in cooking. Pupils know how to use simple tools for cutting and joining a variety of materials. In Year 2, pupils use various materials and associated cutting and joining skills when designing and making a Christmas nativity scene. This is enhanced further by the designing and making of a winding mechanism used to raise and lower a model of the Angel Gabriel. Teachers' planning indicates that pupils build successfully on their prior knowledge and skills. The subject is effectively managed and resources are adequate for the needs of all pupils.

## **GEOGRAPHY**

88. It was not possible to see any geography lessons during the inspection. Judgements are based on a scrutiny of teachers' planning, pupils' work, wall displays and discussions with pupils. No overall judgement on the quality of teaching is possible.
89. Standards at the end of Year 2 are in line with national expectations and that all pupils make satisfactory progress. This is a similar position to that of the last inspection. All pupils have good access to the subject and there is no significant difference between the attainment of boys and girls.
90. Pupils in Year 1 talk confidently about contrasting holiday locations. Good use is made of pupils' own holiday experiences as a starting point for their studies. They record how they travelled, where they stayed, what they saw, and features of the weather. Pupils understand that maps and atlases give information about countries around the world. They talk about the countries and cities that the character Barnaby Bear' visited through the creation of his holiday diary. They develop further their numeracy skills and knowledge as they talk about distance, direction and time.
91. By the end of Year 2, pupils confidently distinguish between natural and man-made features of the landscape, and good use is made of stories to help pupils compare and contrast localities. For example, the 'Katie Morag' stories are used to draw pupils' attention to the similarities and differences between life on a Scottish island and their own homes. Pupils have a good grasp of the questions they need to ask and answer to find out about life in different countries.
92. Pupils use a wide range of evidence sources such as books, maps and real objects to help them learn about people and places. They are beginning to learn, understand and use appropriate vocabulary. Good use is made of the immediate locality to support pupils' learning. They observe and describe attractive and unattractive features of their local surroundings and say what they would change to bring about improvements.
93. Teachers plan carefully for all pupils, including those with special educational needs, using the latest national guidance. The organisation of the timetable provides pupils with the time they need to develop and build on their skills and knowledge as they move through the school. Evidence from teachers' plans and pupils' work indicates that basic skills are taught well and pupils are regularly assessed. Resources are used well and links to other areas of the curriculum such as English and ICT are regularly

made. Very high quality displays of resources and pupils' work make a positive contribution as they provide a stimulating context for pupils' learning.

94. Pupils talk enthusiastically and confidently about their work in geography. Their positive response to the subject is evident in the overall good quality of the work they produce.
95. Leadership and management of the subject are effective. Pupils' work and teachers' planning are regularly monitored. This information is used well to raise standards. Resources are sufficient and used effectively to support pupils' learning.

## **HISTORY**

96. Standards in history have improved since the last inspection. By the end of Year 2, pupils attain standards above those expected nationally, particularly in their ability to carry out research from a range of sources. All pupils, including those with special educational needs, achieve well because teaching is well planned to provide them with stimulating activities which are well matched to their age and prior attainment.
97. Pupils compare the past with the present through the study of homes and toys. They have a good perception of the passing of time and use appropriate vocabulary to describe it. For example, pupils in Year 1 talk confidently about how the way clothes are washed has changed over time. Teachers provide real objects which pupils are encouraged to handle so they can understand why and how they were used. Pupils in Year 2 develop further their skills of historical enquiry and knowledge of the past when they confidently use a wide variety of sources of evidence, including books, audio-tapes, videos, pictures, photographs and appropriate websites. All pupils, including those with special educational needs, achieve well, and some achieve very well as result of very good teaching. They carry out research to find answers to their own questions using appropriate books from the library. For example, as they learn about the Great Fire of London, pupils ask and find answers to questions about how and where the fire started. They have a good grasp of how the past is represented in different ways and appreciate the value of eye-witness accounts.
98. Pupils enjoy history. They talk enthusiastically about classroom activities and the topics they have covered in the past. They work very productively in lessons, co-operate very well and produce work of a good standard. All pupils have good opportunities to learn in lessons and their responses are valued equally by teachers.
99. Teaching is good overall, with some very good and excellent features. The characteristics of the best teaching, which lead to good learning by all pupils, include the very effective use of resources and management of pupils, planned opportunities for promoting their speaking and listening skills and the proficient teaching of basic skills. The wide range of teaching methods used has a positive impact on pupils' learning, and fully supports pupils' spiritual, moral, social and cultural development. This occurred in an excellent Year 2 lesson where the teacher provided a sense of anticipation and excitement. The lesson culminated, to the pupils' tangible delight, by the arrival of Samuel Pepys, who had come to help them answer their questions about the Great Fire of London. In this lesson and others, all pupils, including those with special educational needs, learn very well and make very good progress. Teachers plan carefully using national guidelines to ensure pupils' knowledge, understanding and skills are developed progressively from Year 1 to Year 2. Teachers' assessments at the end of each unit of work provide them with useful information about what pupils can and cannot do. Although links are made to other areas of the curriculum these are not

always sufficiently exploited. For example, links to what pupils are learning in literacy to support their skills in writing, including spelling and handwriting, are not fully pursued.

100. The subject is well led and managed. Monitoring of teachers' planning and pupils' work provides valuable information about the strengths in the subject and areas needing development. Resources are good and used well to make learning for pupils meaningful and interesting.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

101. At the time of the last inspection standards in information and communication technology were above the national expectation. Since that time there have been a number of staffing changes which have adversely affected the continuity in management of the subject and consequently standards have not been maintained. Nevertheless attainment is broadly in line with the national expectation by the time pupils are seven years of age. Because few taught lessons were observed, it was not possible to judge the quality of teaching. However, scrutiny of pupils' past work, teachers' planning and discussions with pupils, provided sufficient evidence to judge standards.
102. In Year 1, pupils use the mouse and cursor in a number of ways. They move objects across the screen - as when using different modelling software to make labelled pictures of plants and a human face and body. They also use the mouse to identify icons when logging onto different programs. Most pupils, including those with special educational needs, use the keyboard to write simple sentences and to write labels for pictures they have created using 'colour magic' software. Some higher attaining pupils are confident using the 'delete' and 'save' functions and some print their own work. Most pupils, including those with special educational needs, achieve well across most aspects of the subject.
103. By Year 2, pupils use their ICT to support their learning in some other subjects, such as mathematics, science, art and design, history, music, geography and religious education. For example, pupils in Year 2 used laptop computers well to access information on the Internet about Samuel Pepys in their studies of the Great Fire of London. Other pupils used the digital camera to record a class pageant about the life of St Cuthbert. In science, some pupils used data logging software to record the results of an investigation into the way balls of different shape and size rolled down an incline. Although no evidence of the use of control mechanisms was seen, teachers' planning indicates that this is being taught later in the year.
104. The school has recently reviewed its curriculum in line with the national guidelines and this is helping to identify worthwhile opportunities for the use of computers in many curriculum areas. All teachers have received appropriate training and as a result have improved their knowledge and gained in confidence. Since the last inspection the school has improved the quantity and quality of its computers and associated equipment. The recently provided laptops are being used effectively by pupils and staff. The subject is effectively managed by a knowledgeable and well trained teacher.

## **MUSIC**

105. Standards in music at the age of seven are above national expectations. This represents good improvement since the last inspection. Most pupils, including those with special educational needs, achieve well as listeners, composers and performers.

Standards of singing are better than expected because pupils have frequent opportunities to sing, are led by good example and can therefore sing with a good sense of pace and pitch. In assemblies, pupils sing with a sense of fun and delight. This represents good achievement.

106. Pupils use their voices expressively when chanting rhymes and singing. Most Year 1 pupils clap a rhythm well. They play percussion instruments correctly, rehearse with the teacher, and perform with others. They listen attentively to recorded music and respond appropriately when discussing the purpose, rhythm and pulse. Year 2 pupils play tuned instruments, such as chime bars, compose their own tunes in small groups and rehearse and perform well together. For example, in a good Year 2 music lesson, pupils composed their own simple score using tuned and un-tuned percussion instruments. They practised playing in small groups following their score, and then performed for the class. When listening to recorded music, they describe the tempo and pitch used by the composer to create the effect of 'The Flight of the Bumblebee'. Most pupils, including those with special educational needs, achieve well and sometimes very well, particularly in composition and performance.
107. Teaching and learning in music are good. Half of the music is taught by the co-ordinator, who has a very good knowledge and understanding of the music curriculum. Teachers' lesson plans ensure that pupils are clear about what they need to learn and understand. They plan activities which, because of their variety, make learning fun. Teachers give pupils time to practise and consolidate and, as a result, pupils, including those with special educational needs, achieve well in musical skills, knowledge and understanding. Difficult concepts are tackled enthusiastically, as in the case of a good Year 1 lesson when pupils needed to understand the difference between pulse and rhythm. The teacher used skilful questioning to challenge pupils to listen carefully in order to spot patterns in the rhythm of a chant. Consequently, all pupils tried hard to succeed and learned well. Teachers manage resources and behaviour well, so that pupils are able to work with concentration and good pace throughout the lesson.
108. Pupils behave very well in music lessons. They handle musical instruments with care and share with others. They are enthusiastic, listen well and always try hard. They work independently with concentration and co-operate in small groups in order to compose music together.
109. The school's good provision for music, consisting of two half-hour lessons per week, ensures that pupils build well on their previous skills and knowledge. There is a good range of quality instruments, which are used regularly and are well cared for. Pupils are very familiar with their use and name many of them, including those from other cultures. However the use of a variety of music from other cultures is underdeveloped. Whilst pupils with special educational needs are fully included in lessons and make good progress, there is, as yet, no additional provision for pupils who are talented musicians.

## **PHYSICAL EDUCATION**

110. Standards in physical education for pupils at the age of seven match the standards expected nationally. This represents satisfactory progress since the last inspection when similar standards were reported. Most pupils achieve soundly, and pupils with



special educational needs achieve well. The school has rightly identified physical education as an area for development.

111. By the end of Year 2 pupils give reasons for warming up and know about the effects of exercise on their bodies. They move safely on the floor and apparatus, finding different ways of changing the speed and direction. They move using their hands and feet in different ways, and can copy and improve on the work of others. They throw and catch a ball in pairs and small groups with increasing accuracy and control. Some higher attainers move whilst throwing and catching, but others need more opportunities to play small games in order to further develop and apply these skills.
112. Teaching and learning are good. Lessons are well planned and structured, and make use of energetic warm-ups and good skills teaching in the main part of the lesson. Teachers use demonstrations well both to help pupils to understand what is expected and to ensure the good use of praise to motivate pupils. This helps pupils to sustain their concentration and persevere in the development of their physical skills. For example, in a good Year 2 dance lesson, pupils were learning about the careful use of pathways when moving with a partner. The teacher chose pupils who were achieving well to exemplify the standards she expected. This had the effect of raising achievement for all pupils. Lessons are short and this means that teachers do not always have enough time to develop the objectives fully. For example in a games lesson, pupils made good progress in throwing and catching skills, but there was no time to play a 'catch and throw' game which would have given more opportunity to develop tactics in attack and defence.
113. Pupils behave very well and have very positive attitudes to physical education. They change quickly and quietly, listen well to the teacher and work hard. They co-operate well with others, and try to improve their work in line with the teachers' expectations. The only time that pupils' behaviour was less than good was when they had to wait too long for their turn because of the organisation of the lesson and resources.
114. Provision for physical education is satisfactory. All three elements of dance, gymnastics and games are provided, although longer time allocations would help pupils develop skills more fully. The accommodation for dance and gymnastics is adequate, but outdoor space for games was not used during inspection. An attractive outdoor adventure area, which was installed in the late autumn, has not been used because it is too muddy. The school now needs to consider how it can make best use of the outdoor play space it has so that pupils have a broader physical education curriculum.

## **RELIGIOUS EDUCATION**

115. Standards have been maintained since the last inspection. Most Year 2 pupils achieve the expected standards required by the Locally Agreed Syllabus. Since the last inspection the school has provided better opportunities for pupils to develop their spiritual awareness. Effective links between the work completed by pupils in religious education (RE) lessons, and sessions devoted to their personal, social and health education ensure that all pupils achieve well.
116. Pupils in Year 1 develop some knowledge of Christianity through their study of stories from the Bible. They show a thoughtful awareness of the values promoted, and how they relate to their own lives. Through their study of the lives of significant people, such as St Francis and St Cuthbert, they learn about the importance of caring for living things and being kind to others. Their awareness of other world religions develops through their study of Buddhism and celebration of some other major religious festivals.

Pupils learn well from a range of information sources including artefacts, visits to the local chapel and the use of relevant Internet websites.

117. In Year 2, all pupils, including those with special educational needs, learn well and build on their knowledge of Christianity and Buddhism as they begin to learn about Judaism, making good use of artefacts, books and videos. Through a variety of practical activities they begin to compare the main events, signs and symbols associated with the religions being studied.
118. Pupils respond well in lessons. They often produce work which indicates a thoughtful and sensitive response to what they have learned. For example, having studied the character of St Francis, pupils in Year 1 identified how they too could care for living things, and in Year 2 they wrote movingly about war after learning about the reason for Remembrance Day.
119. Teaching is satisfactory overall. Lessons are planned with clear objectives and successfully build on pupils' previous experiences and knowledge. Resources and visits to places in the immediate locality are used well to enhance pupils' learning, and some effective links are made to other subjects, notably personal, social and health education, English and ICT. Assemblies and collective worship are carefully planned and together with the dedicated religious education lessons, make a significant contribution to pupils' spiritual, moral and social development. Whilst these experiences contribute to pupils' cultural development, they lack the breadth and depth of study to add significantly to their knowledge and understanding of the multicultural diversity of the population of the British Isles.
120. Leadership and management of the subject are sound. Monitoring of the subject ensures that areas of strength, and those requiring improvement are identified and appropriate action is taken where necessary. The quality and range of resources are good.