

# INSPECTION REPORT

## **CHIGWELL ROW INFANT SCHOOL**

Chigwell

LEA area: Essex

Unique reference number: 114825

Headteacher: Mrs S Kelly

Lead inspector: Ian Naylor

Dates of inspection: 20<sup>th</sup> - 21<sup>st</sup> October 2003

Inspection number: 255780

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
School category:	Community
Age range of pupils:	5 to 7 years
Gender of pupils:	Mixed
Number on roll:	49
School address:	Lambourne Road Chigwell
Postcode:	IG7 6EZ
Telephone number:	(020) 85003355
Fax number:	(020) 8501 2672
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Judith Sudsbury
Date of previous inspection:	11 <sup>th</sup> December 2001

## **CHARACTERISTICS OF THE SCHOOL**

Chigwell Row Infant is a very small school on the Essex border with 49 pupils currently on roll - the highest for two years. A significant number of pupils come from outside the school's catchment area. Attainment on entry is broadly in line with the national average. There are a small number of pupils with special educational needs. The socio-economic background of parents is similar to the national average. Several pupils are from non-white heritage backgrounds. Like many other schools in the area, Chigwell is finding it difficult both to recruit and to retain teachers. The school received a Schools' Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20906	Ian Naylor	<i>Lead inspector</i>	Science Information and communication technology Humanities Creative, aesthetic, practical and physical subjects
9652	Colin Herbert	<i>Lay inspector</i>	
26292	Helen Mundy	<i>Team inspector</i>	Foundation Stage English Mathematics Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Chigwell Row Infant School is an improving school in which teaching and learning are already making satisfactory progress. The improvements have been achieved through the sound leadership of the headteacher, who has faced severe difficulties in recruiting and retaining permanent staff. The school gives satisfactory value for money.

#### The school's main strengths and weaknesses are:

- Literacy is taught very well across all subjects of the curriculum.
- Attitudes of pupils to work and behaviour are good.
- Support staff provide a consistent approach to pupils' learning and give good support to general school administration.
- Very good involvement of parents.
- The ethos of the school is good.
- The care and welfare of pupils is good.
- Links with the local community are good.
  
- Teaching for pupils aged five and under is weak.
- Attendance is unsatisfactory.
- Assessment of pupils' progress is underdeveloped.
- Planning for pupils with special educational needs is unsatisfactory.
- All teaching staff are temporary appointments.

The headteacher has worked effectively to secure better standards across the school. Standards in English and mathematics have improved significantly since the inspection in December 2001. Improvement in the teaching of other subjects has also been satisfactory. The school continues to provide a calm and welcoming atmosphere in which pupils behave well. Governors have become more confident and effective in their roles, particularly in the monitoring of the quality of provision. However, the issue of small numbers of pupils has not been fully resolved, and the school has been unable to retain teaching staff.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
Reading	A	B	A*	A*
Writing	B	B	A	A*
Mathematics	A	A	A	A*

*Key: A\* - very good; A – well above average; B – above average; C – average; D – below average; E – well below average.*

*Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Achievement is satisfactory overall.** Standards in the Foundation Stage up to the end of the last academic year were satisfactory, but they are currently unsatisfactory. For pupils aged seven, standards in English and mathematics were very good and well above the national average at the end of last academic year. They are currently satisfactory. In Years 1 and 2, achievement is good in reading and satisfactory in writing. Achievement in science is good and satisfactory in information and communication technology (ICT). The rate of unauthorised attendance has been reduced considerably, but authorised absence has remained much higher than the national average.

**Pupils make good progress in their personal, moral and social development. Spiritual and cultural development is satisfactory.** Pupils are well prepared by age seven for transfer to the next stage of education. Pupils show positive attitudes to lessons and activities provided, and enjoy coming to school. Behaviour is good in lessons and on the playground.

## **QUALITY OF EDUCATION**

**The quality of education across all sections of the school is satisfactory. With one exception, the teaching is also satisfactory.** Teaching is unsatisfactory for children in the Foundation Stage because they are not being introduced effectively to the six areas of learning, and are not achieving enough of the early learning goals. Teaching overall is satisfactory in Year 1, and good in Year 2. It is satisfactory in English and mathematics in both years. Good teaching of literacy skills across all subjects is a good feature, especially in Year 2 where pupils are particularly confident in speaking. Teaching is good in science and satisfactory in ICT. Pupils listen carefully to instructions, follow them, understand what they have to do, and apply themselves well. As a result, the quality of learning is frequently good.

The curriculum has improved since the last inspection and is now satisfactory. There is better planning across the curriculum, and an improved range and quality of resources. These have raised the standard of pupils' learning. Curriculum planning and professional development in the reception years are aimed at helping staff to teach the early learning goals more effectively.

Staff give good support to pupils' welfare. Good policies and procedures to ensure pupils' health and safety are in place. A current weakness is the lack of effective intervention, particularly for those with special educational needs.

Parents are effectively involved in school, and the links between them and the staff are very good. The school encourages many to act as volunteers to support pupils' learning in the classroom. The governing body has strong parental representation, canvases parents' views, and deals quickly with concerns and complaints. An active parents association works successfully to give the school financial and material support. The school has established good links with various organisations and groups in the local community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher and governors work very closely together to secure at least satisfactory standards of provision in most areas. They are aware of the school's strengths, and have introduced many improvements to upgrade the weaker areas. However, they have not yet secured permanent teaching appointments, and this has left the school unable to plan consistently or to develop as effectively as it might.

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

Parents are happy with the school, and impressed by the work of the headteacher to establish a good ethos in the school. Pupils are happy to come to school and talk enthusiastically about what they have learnt.

## **IMPROVEMENTS NEEDED**

**The most important things the school should do to improve are:**

- Raise standards for children in the Foundation Stage by appointing a teacher with appropriate qualifications and experience.
- Reduce the amount of pupil absence for non-medical reasons.
- Refine procedures for assessment and recording.
- Establish action plans for pupils with special educational needs.
- Secure permanent teaching appointments.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

The achievement of pupils across all sections of the school is satisfactory overall. Standards in the past two years have risen sharply and are good and well above the national averages. However, they are currently variable, being mainly the result of frequent changes of staff, and inconsistencies in the approach to pupils' learning.

#### Main strengths and weaknesses:

- Standards in English and mathematics in Years 1 and 2 are well above the national average.
- Good achievements in reading, speaking and listening in Years 1 and 2.
- Good achievement in science.
  
- Achievement and progress in the Reception class are unsatisfactory.
- Pupils with special educational needs do not make sufficient progress.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	18.4 (16.7)	15.7 (15.8)
writing	16.6 (15.0)	14.6 (14.4)
mathematics	18.1 (18.7)	16.3 (16.5)

*There were 14 pupils in the year group. Figures in brackets are for the previous year.*

1. Children arrive in school with average levels of attainment. By the end of the last academic year, standards of achievement and progress of pupils in the Reception class were at least satisfactory, but this term, as a result of unsatisfactory teaching, they are poor. Standards in English and mathematics for pupils aged seven were very good at the end of last year and well above the national average. They are currently satisfactory. Achievements in reading, speaking and listening are good by the end of Year 2. They are satisfactory in writing overall, and in independent writing are particularly strong in Year 2. Achievement in science is good, and that in ICT is satisfactory. Analysis of pupils' work and teachers' records and planning, indicate that achievements in the remaining subjects are at least satisfactory. Pupils' workbooks, end of year reports on pupils' progress, and teachers' records, show that these variable achievements are caused by staffing difficulties, and may only be temporary.
2. Parents are pleased with the good progress their children make in most subjects. They comment favourably on how quickly children settle into classroom routines. Parents think that the overall good standards that the school achieves, and the progress that it makes, is due to the friendly ethos, the headteacher's strong leadership and the quality of some of the teaching.
3. The achievement and progress of pupils with special educational needs are not sufficiently supported by current classroom arrangements, and are therefore unsatisfactory. However, satisfactory care and attention are given informally by learning support assistants to the academic and social needs of these pupils. Those whose first language is not English make satisfactory progress.

## Pupils' attitudes, values and other personal qualities

**Attitudes and behaviour are good. Pupils make good progress in their personal, moral and social development. Spiritual and cultural development is satisfactory.**

### Main strengths and weaknesses:

- Pupils are well prepared by age seven for transfer to the next stage of education.
- Pupils show positive attitudes to lessons.
- Behaviour in lessons and on the playground is good.
  
- Pupils need more opportunities provided to increase their understanding of cultural diversity.
- Assemblies do not sufficiently support pupils' spiritual awareness.

### Commentary

4. Pupils say they enjoy coming to school and look forward to their lessons. They take part in all activities enthusiastically, and there is usually a buzz of anticipation and excitement about many lessons. They move about the school in a calm and orderly way. Younger children quickly follow the good examples set by older pupils. They generally work hard in lessons at the tasks set, and pay attention to what they are asked to do by staff. Relationships between pupils and those with the adults around them are good. Pupils co-operate very well with one another and with staff. There are many examples in lessons of pupils working together harmoniously and successfully to produce their work. They show patience with one another, and know that at times they have to take turns. Children new to the school quickly settle into the well-established classroom routines. Older pupils show confidence in their own abilities, and have good self-awareness. They are able to express opinions and to take on small responsibilities.

5. Pupils generally behave well. They understand and follow the school rules that are regularly reinforced by staff. Staff have high expectations. Pupils know that good standards of behaviour, effort and performance in lessons, are recognised and rewarded by the use of praise by staff, and by the more tangible awards such as marking systems, certificates and points on the 'achievement tree'. Behaviour on the playground is generally at least satisfactory, and there is no evidence of bullying or harassment reported by pupils or parents. Whilst on visits out of school, pupils behave very sensibly, and show good awareness of the needs of others, and what they have to do to keep safe. Letters to the school from members of the public at places visited by groups of pupils from the school, testify to the good behaviour and interest shown by pupils.

6. Pupils gain some understanding of spiritual awareness through religious education lessons, but more could be achieved in assemblies and in other lessons. School events such as Harvest Festival and Christmas concerts promote some cultural traditions, but there is only limited attention given to the broader cultural background of some pupils, and of people generally in their local community.

### Attendance

#### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	8.02	School data	0.5
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

7. **Attendance is unsatisfactory overall.** However, the number of pupils with unauthorised absence has reduced significantly during the past year, and there have been no exclusions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall, as is the curriculum. The welfare of pupils is good, and the school has a very effective partnership with parents.

### Teaching and learning

Teaching and learning are satisfactory or better in the majority of lessons.

#### *Summary of teaching observed during the inspection in ten lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	5	4	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

#### Main strengths and weaknesses:

- There is good teaching of literacy skills across all subjects.
- Teaching is good in science.
- Teachers manage pupils' behaviour very well.
- Teaching is unsatisfactory for pupils up to the age of five, and for those with special educational needs.
- The use of assessment by teachers to help to set targets for pupils' achievements is weak.
- Homework is inconsistent.

#### Commentary

8. Teaching in the Foundation Stage (children aged four to five) is unsatisfactory. The temporary teacher is enthusiastic, but is unqualified in the specific teaching required for this age group. She has the additional responsibility of providing National Curriculum work for Year 1 pupils in her class. She receives good support from classroom assistants who have more detailed knowledge of individual children. Although the headteacher provides the class teacher in the Foundation Stage with sound long-term plans, the class teacher's daily planning does not meet the needs of all the children.

9. Teaching in Year 1 is satisfactory, and for pupils in Year 2 it is good. Teaching in English and mathematics is satisfactory overall, with some good features in the teaching of literacy and numeracy, including the teaching of literacy skills across the curriculum in Year 2. This has promoted pupils' confidence, particularly in their speaking and listening. They listen to instructions, follow them, understand what they have to do, and apply themselves well so that learning is frequently good. Teaching is good in science and satisfactory in ICT and in design and technology. Although no lessons were observed in the remaining subjects, analysis of teachers' planning, and scrutiny of pupils' work, indicates that teaching is at least satisfactory.

10. Teaching is most effective for pupils in Year 2 because it challenges them to think for themselves. Staff expect pupils to participate enthusiastically in lessons and to work hard. Class management and control is good with successful use made of praise and encouragement, and the use of the schools' reward system. Pupils' learning is well supported through a range of well-prepared and planned activities, relevant to pupils' abilities. Pupils are taught in ability groups in English and mathematics for part of each week, and this allows them opportunities to learn at their own pace. The headteacher ensures that good support is given to the temporary teachers in Years 1 and 2. She sets a good model of practice in her own teaching, and gives constant advice and direction. She meets with teachers each week to help them with their planning.

11. Continuity of learning for pupils is assisted by the variety of skills, and the life experience, of the learning support assistants. They work industriously and skilfully to give pupils both individual help as required, and they also teach group work very successfully. Learning support staff co-operate most effectively with parents, and especially with the many parent volunteers who often work alongside them in the classroom.

12. Assessment is unsatisfactory throughout the school. The Foundation Stage does not sufficiently seek, or use, the information on entry concerning children's attainment from previous nursery providers. Day-to-day assessment for pupils in Years 1 and 2 is also unsatisfactory. Teachers use marking and comments in pupils' work books well to support learning, but there is no systematic analysis of pupils' progress, or the setting of targets for the next step in pupils' learning. Teachers do not have action plans for pupils with special educational needs. Teachers do not use homework in a consistent way to support pupils' learning.

## **THE CURRICULUM**

**The quality of the curriculum is satisfactory.**

**Main strengths and weaknesses:**

- Good use of literacy in most subjects in Year 2.
- Good access for pupils to extra-curricular clubs.
  
- Inadequate development of the curriculum.
- Unsatisfactory planning for children with special educational needs.
- Continuity in planning is weak.

### **Commentary**

13. Curriculum development is a prominent feature of the school action plan. The headteacher has written individual action plans for most areas of the curriculum. However, plans are ineffectively implemented because of the school's failure to appoint permanent teachers. The headteacher co-ordinates all subjects, including special educational needs, but she has limited time available for developing individual subjects in depth.

14. The strongest aspect of the curriculum in Year 2 is the way that pupils' language is developed using material from different subjects. The class teacher has high expectations of pupils' attainment, and pupils write confidently and independently in a wide range of styles. For example, they have 'pen-pal' contact with children of similar age in Western Australia. They write comprehensively about science experiments, and their historical research is detailed. Good support for learning is provided by after-school clubs for ICT, football and French. Pupils interviewed during the inspection proudly demonstrated their good French accents in prose and song.

15. Planning for pupils with special educational needs is unsatisfactory. Pupils' work is not tracked or monitored, and individual education plans do not focus upon specific difficulties or the teaching needed to help pupils to improve. The headteacher frequently provides good individual learning support for pupils, but the value of her interventions is limited by the poor quality of assessment.

## **CARE, GUIDANCE AND SUPPORT**

**The school provides a good level of care for the physical and emotional needs of its pupils.**

### **Main strengths and weaknesses:**

- The high level of care is underpinned by the good relationships that exist within the school community.
- The governing body makes good provision for the health, safety and child protection of all pupils.
- Plans for pupils with special educational needs are not yet fully in place.

### **Commentary**

16. The staff look after pupils well. The size of the school means that all adults have a very good knowledge of the pupils. A very good family spirit benefits the school, and is generated by staff, governors and parents working closely together to improve the quality of life for pupils in and out of school.

17. The governing body fulfils its responsibility for health, safety and child protection, and follows good procedures. The school maintains appropriate records for risk assessment, first aid, fire drills and the recording of accidents. The procedures for child protection are very effective. The school is very aware of the dangers of the main road, and takes every precaution to protect its pupils when they have to cross it.

18. There is a very good level of provision for the support, advice and guidance of all pupils. This is based on the very good knowledge that all adults have of pupils, and the trusting relationships that exist between them and adults within the school community. Pupils receive very good individual care and support from all adults in the school. Care of children in the Foundation Stage is equally good. From observing pupils arrive in school, it was clear that they were all looking forward to being with their friends and teachers for the day.

19. Satisfactory policies and procedures are in place for the identification of pupils with special educational needs, but the process for determining school action in relation to recording, assessment, individual education plans, and teachers' planning, is unsatisfactory.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

**The school has developed very strong links with its parents, and its links with the community are equally good. The school is not making the most of its links with other schools.**

### **Strengths and weaknesses:**

- Parents have very positive views about the school.
- The parent teacher association is very effective.
- Strong community links exist.
- The school provides good information for its parents.
- The school fails to maximise the possible benefits that could accrue from membership of its cluster schools.

## Commentary

20. The school promotes itself very well to its parents. Those who responded to the questionnaire, and attended the meeting or who spoke to inspectors, had very positive views about all aspects of school life. Parents hold the school in very high esteem.

21. A large number of parents are voluntary helpers in school on a regular basis, and many others help on school trips when requested. Parents are also very supportive of the activities arranged by the parent teacher association. The events that are organised raise money that is put to good use by supporting school trips and purchasing additional resources. The school values the support provided by parents.

22. The quality of the information provided for parents is good. In addition to regular newsletters, the school uses the home reading book as a good way to provide two-way communication with its parents. Additionally, annual reports give valuable information about pupils' progress and behaviour. These, together with information given at parents' evenings, give parents a clear indication of what their child needs to do to improve.

23. Community links, particularly with the village, are strong. The school is proud of its heritage, and the village is proud of its school. The community provides good support to the school. For example, neighbours will water plants during the school holidays, and they keep an eye on its security when the school is unoccupied. The school makes good use of the community for visits to such places as the North Weald Nature Park. The school also welcomes senior citizens, many of whom are former pupils, into school. However, the school fails to take full advantage of its membership of the local cluster schools, and there are very limited links with other schools to enable pupils to associate with their peers.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are satisfactory. Governance, leadership and management are all at least satisfactory, with many areas that are good.**

### Main strengths and weaknesses:

- Governors are aware of the strengths and weaknesses of the school and give good support to the headteacher in helping to shape the direction of the school.
- Governors monitor pupil standards, and offer staff appraisal and training.
- Governors make effective links with parents.
- The headteacher is a good role model for pupils and staff.
- Good financial controls and procedures are in place.
  
- The school has no permanent teachers.
- Subject leadership is weak.

### Commentary

24. The headteacher and governors work very closely together to secure at least satisfactory standards of provision in most areas. Governors are very supportive, and have a growing awareness of the strengths and weaknesses of the school from their own observations and involvement in the classrooms. The school plan gives priority to the key areas of school life that need further development. Governors are interested in the views of parents, and they provide regular opportunities in the form of surgeries at which parents are able to comment about any issue to do with school.

25. There is good exchange of information between headteacher and governors, and the good school documentation is largely the result of consultation, review and evaluation. Policies are formed by the headteacher, reviewed and ratified by governors, for all areas and aspects of the school. Governors are aware of their statutory duties and fulfil these satisfactorily. They monitor the performance of the headteacher and of all staff, through appraisal on an annual basis, and ensure that realistic targets are set for future improvements.

26. The headteacher works with her staff to create a supportive team atmosphere. It is clear from the opinions of staff that the headteacher leads from the front and her drive, energy and determination are a model of good practice. The headteacher is prepared to try new initiatives, such as the recent reduction in school hours. The parents are very positive about most aspects of the school. They particularly like the good school ethos, and believe that the headteacher has improved standards by providing sound leadership. Parents, however, express their concerns about the lack of consistency in teaching, which they believe is caused by the change of teachers, and the lack of permanent staff.

27. Financial control and procedures are good, and governors buy into a good financial package run by the local authority for all the local cluster schools. An efficient administrator runs the school office. The governors meet regularly to monitor spending, and to support the headteacher in managing the school's budget. Satisfactory recognition is given to ensuring that value for money is obtained where possible through bulk purchasing, and by using the strength of the local cluster school network. The school provides satisfactory value for money.

28. Staff professional development and training is linked to the needs of the school as agreed in the school's development plan. The headteacher has given staff the opportunity to attend in-service training courses. Unfortunately, much of the impact of this endeavour has been lost due to the high turnover of teaching staff. The headteacher accepts the responsibility for coordinating all the subjects of the curriculum, but this is an unacceptable burden. It is unsatisfactory in the longer term because, although she has prepared action plans for each subject, she cannot hope to keep

pace with their developments over time. Leadership of the Foundation Stage is unsatisfactory, but the headteacher has limited experience of this age group, and a considerable workload. Unfortunately, she is unable to delegate responsibilities to temporary teachers, and there are no permanent colleagues to whom she can turn.

29. The headteacher recognises that the most significant obstacles to raising pupils' achievement further are the lack of permanent teachers, and the absence of a senior management team. The headteacher and governors need, as a matter of great urgency, to appoint permanent teachers. Until this is achieved the school is vulnerable to a decline in standards.

## Financial information

### *Financial information for the year April 2002 to March 2003*

<b>Income and expenditure (£)</b>	
Total income	236,218.00
Total expenditure	230,826.00
Expenditure per pupil	4,710.00

<b>Balances (£)</b>	
Balance from previous year	34,125.00
Balance carried forward to the next	5,392.00



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

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

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

##### **Provision for personal, social and emotional development is satisfactory.**

30. The school's good induction programme welcomes parents, and quickly settles their children into the Reception class. Children are keen to attend, and they have satisfactory attitudes to learning. Their behaviour in class is satisfactory overall because the teacher and the learning support assistant constantly remind them of the importance of following classroom rules. When work set for them is too difficult, or inadequately explained, they are often restless and inclined to drift away from the planned activity. Behaviour in the dining hall is good. In assemblies the children learn Christian values, although they do not always understand the meanings of bible stories.

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

##### **Provision for communication, language and literacy is unsatisfactory.**

31. Children's speaking and listening skills are average for their age, but are slow to develop because the teacher's planning does not include the introduction of new vocabulary. Children are rarely invited to explain their work or to question each other.

32. The teaching of phonic skills is unsatisfactory. During the inspection, unsuitable phonic work was provided for a group of children of below average attainment. Although supervised, their behaviour deteriorated, and the quality of learning was unsatisfactory. Most children recognise their own names and each other's names, and they understand that print conveys meaning. However, children of average attainment, and capable of reading a few words, are provided with unsuitable, wordless picture books. The teaching of writing is also unsatisfactory. Children copy simple words but have no support when writing more complex words. Work is often praised indiscriminately, without constructive advice on how it might be improved. For example, children who write their names in random capital and lower case letters are not corrected.

#### **Mathematical development**

##### **Provision for mathematical development is unsatisfactory.**

33. A few children can count objects accurately to 10, and recognise numbers to 10. However, as work is often not matched to individual needs, achievement overall is unsatisfactory. During an unsatisfactory lesson children were confused by a purposeless discussion focusing on the sizes of coins. Children playing in their shop, unsupervised, with the objective of buying and selling priced fruit, had no concept of coinage values. Consequently, their play was purposeless and their learning unsatisfactory. In a brief session led by the learning support assistant, children successfully matched a number of 1p coins to a figure printed on a card. A few children understand the meaning of 'more than' but do not understand 'less than'. Information and communication technology (ICT) is not used to support mathematical development.

## **Physical development**

### **Provision for physical development is unsatisfactory.**

34. No physical education lessons were seen during the inspection, but children demonstrated good co-ordination in the playground when walking on stilts. Resources in the outdoor areas are generally unsatisfactory to develop children's gross motor skills, and some available resources are underused. Children's fine motor skills are unsatisfactory because adults do not demonstrate how to hold and control pencils, paintbrushes, glue spreaders and cutlery. At snack time, the learning support assistant asks good questions to develop children's understanding of hygiene. Children know that tables are cleaned with special fluid to remove germs that might contaminate their food. They all wash their hands after using the toilet.

### **Insufficient evidence was available during the inspection to inform judgements about provision for knowledge and understanding of the world and creative development.**

## **SUBJECTS IN KEY STAGES 1**

### **ENGLISH**

**Provision in English is satisfactory. English was seen in both classes. Pupils' work was analysed, and teachers' planning and assessment records scrutinised.**

#### **Main strengths and weaknesses:**

- Original, independent writing is good in most areas of the curriculum.
- The quality of teaching is good in the Year 1/2 class.
- The headteacher provides valuable support in reading for all pupils, and focused support for pupils of all attainments.
  
- Year 1 pupils in the Reception Class make limited progress when taught with Foundation Stage children.
- Assessment is underdeveloped in both classes.

#### **Commentary**

35. In Year 2, pupils' standards are average. Work scrutinised from the beginning of the academic year suggests that standards are likely to be average at the end of the year.

36. Pupils in Year 2 have good speaking and listening skills. They speak confidently to each other, to their teachers and to visitors. During the inspection, pupils of average attainment spoke enthusiastically about a visit to a baker's shop. One pupil described in detail how jam is put into doughnuts.

37. When reading, pupils of average attainment make good attempts at word building to increase their understanding of a text. However, they sometimes apply the strategy to unsuitable words, and have few alternative strategies to help them read unaided. In a well-organised group reading session, a volunteer helper and a learning support assistant asked good, open questions to ensure that pupils understood what they were reading. Pupils read a good range of fiction and non-fiction, but are sometimes unaware of the difference. When Year 1 pupils are taught with Reception children, work is not planned for their individual needs, and is sometimes unsuitable.

For example, when asked to locate favourite recipes in a cookbook, some did not understand the meaning of 'recipe'. Year 1 pupils taught in the combined Year 1/2 class make good progress because lessons are planned to meet their needs and to hold their interests. Pupils use a range of ICT programs to support their reading and literacy skills.

38. Pupils in Year 2 write confidently, and use their knowledge of phonics to write complex words. The Year 1/2 teacher successfully uses information books to stimulate pupils' writing. Handwriting in Year 2 is neat, but not joined. Pupils' word processing skills are satisfactory.

39. Assessment is unsatisfactory in both classes, and pupils are not given individual targets for improvement. Teachers' marking is satisfactory overall, but does not always help pupils to learn from their mistakes.

40. The school library is good and very attractive. It has a good range of modern books for the relevant age range, including stories from a variety of cultures. Pupils use the library intensively, borrowing books for home reading in all year groups, and for research in Year 2. This is an improvement from the previous inspection.

### **Language and literacy across the curriculum**

**Language and literacy across the curriculum is satisfactory in the present circumstances, but there is scope for development when staffing improves.**

41. Pupils' literacy skills are enhanced by the many opportunities that are created in most subjects for reading, speaking, listening and for writing.

### **MATHEMATICS**

**Provision in mathematics is satisfactory. Mathematics was seen in two attainment-related groups. Pupils' work was analysed, and teachers' planning and assessment records scrutinised.**

#### **Main strengths and weaknesses:**

- The organisation of mathematics into ability groups makes good use of the headteacher's teaching expertise, and this raises standards in Years 1 and 2.
- Teachers have high expectations of achievement and plan well.
- Assessment is unsatisfactory.

#### **Commentary**

42. Achievement and progress of higher attaining pupils in Years 1 and 2 are good. Pupils have a good understanding of numbers to 50. They confidently count forwards and backwards in fives, recognise and sort coins, matching price targets with the least numbers of coins. Pupils of average attainment total coins to a maximum of 10p. Pupils of all attainments explained how mathematical problems are solved, and find various methods of obtaining correct answers. In discussion, most pupils know the names and properties of three-dimensional shapes.

43. Teaching is satisfactory overall. It is better where pupils are grouped according to ability. Here the teachers have higher expectations, know pupils well, and show very good skills in behaviour management. Lessons are well organised and conducted at a fast pace. Teachers ask good questions to assess pupils' knowledge and understanding. Teachers' weekly planning is detailed and structured well to support and extend pupils' learning by making it relevant to the pupils' levels of ability. Pupils of all abilities are challenged and motivated to do their best.

All the elements of the Numeracy Strategy are used well. Learning support assistants give very good support to pupils. A weaker area, that inhibits learning, is the presentation of work by pupils in their exercise books. It is often unsatisfactory because teachers do not give pupils enough guidance on how to set their work out.

44. There is satisfactory use of ICT with a range of software programs used to extend and support pupils' learning.

45. Assessment in mathematics is not used well, and is the weakest area of planning. Pupils are not given clear enough long-term targets for improvement. The work of attainment groups is assessed briefly after lessons have finished, but the information recorded is insufficient to help pupils to fully understand their next steps in learning. Few opportunities are given for pupils to assess their own work. No tracking of pupils' progress over time is made.

46. Mathematics is well led by the headteacher. She has successfully improved the school's results in National Tests since the previous inspection, and her teaching skilfully supplements the work of class teachers.

### **Mathematics across the curriculum**

**There is satisfactory attention given to promoting number skills in most areas of the curriculum.**

## **SCIENCE**

**Provision in science is good for the pupils in Years 1 and 2.**

### **Main strengths and weaknesses:**

- Practical visits out of school support learning well.
- Good links with ICT, design and technology, art and design, history and geography.
- Wide range of interesting and relevant activities.
  
- Assessment is limited.

### **Commentary**

47. Pupils make good progress over time, and by the end of Year 2 achievement is good. In Year 1 pupils understand and name the five senses. They participate in practical activities with sand and water, and explore materials and identify similarities and differences between objects. In Year 2 pupils identify, sort and name the objects that they found on a walk in the woods; for example, bark, fungi, and leaves. They describe what they did and what they found. They know which things grow and those that don't grow, and the difference between living and non-living things. They grow beanstalks from seeds and measure and record their growth. They write accurately about what happens in a wormery.

48. In the one lesson seen teaching was good. A well-organised field walk to a local wood gave pupils opportunity for practical experiences and learning was consequently very good. Parent volunteers helped with supervision and activities. Proper attention was given to health and safety. Pupils thoroughly enjoyed exploring and collecting objects, and when they returned to the classroom there was a buzz of activity as they sorted what they had found into different categories. Analysis of pupils' workbooks and teachers' planning show that teaching overall is generally at least satisfactory, and good emphasis is given to links to other subject such as art and design and

technology. Pupils are also encouraged to use ICT to record their work. Literacy skills are well developed in science. Teachers mark and comment on pupils' work satisfactorily, but there is no formal measurement of progress. Pupils are expected to talk about what they have done at the end of each lesson, but more could be done to explore what they have learnt.

49. A good range of resources is available, and satisfactory progress has been made in the subject since the last inspection. A subject action plan has been prepared, but development is restricted because there is currently no subject leader.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

**Provision in ICT is satisfactory, but is not helped by the frequent changes of staff.**

### **Main strengths and weaknesses:**

- Good mouse and keyboard skills.
- Pupils know that computers have many different uses.
- Sound use of ICT in other subjects.
  
- Pupils do not make enough use of ICT to find information.
- No use of the Internet.

### **Commentary**

50. By the end of Year 2 pupils' achievement is satisfactory, and they make good progress. In Year 1 pupils are familiar with computers and understand many of the functions of a computer. They recall and name various parts such as mouse, printer and keyboard. With adult support, they follow simple instructions to use the computer. In Year 2, pupils know many of the functions of the keyboard and use the mouse to find, open and close files. They can delete and correct work, type words and use the return key to make lists. They select 'print' to get a copy of their work. Pupils use word-processing well to support their spellings and skills in reading.

51. Information and communication technology is used well by pupils to support their work in other subjects. Although little use is made of the Internet, pupils sometimes use CD-ROMs to find or retrieve information. There is satisfactory use of paint and draw programs to create graphics and pictures. For example, pupils use a paint program to create a self-portrait. Pupils follow simple instructions to program toys. They use tape recorders to listen to stories. Some use is made of digital photography to support lessons, but this is mainly by staff. More could be done to encourage pupils to use the cameras to record their work for themselves.

52. Teaching is satisfactory and staff have sound subject knowledge. They use ICT satisfactorily in their teaching and give support to pupils' learning across many subjects, including, art, science, and mathematics. Most lessons plan effectively for the use of ICT.

53. Provision in ICT has improved since the previous inspection and there is now a satisfactory range of resources to support the subject. Staff training and development in the subject is adversely affected by the constant change of teachers.

### **Information and communication technology across the curriculum**

54. Teachers make satisfactory, and sometimes good, use of ICT in other subjects, especially in art and design, science and English. Staff and pupils are growing in their confidence at using equipment, and realising the effects of applications to their work.

## **HUMANITIES**

### **Religious education**

**Provision for religious education is satisfactory, without significant strengths or weaknesses. No lessons were seen during the inspection because of timetable arrangements.**

55. Teachers' plans were scrutinised and pupils of average attainment in Year 2 were interviewed. Pupils have satisfactory knowledge of Christianity, and know that Christians believe Jesus to be the Son of God. They have some knowledge of other religions. For example, they know that Diwali is a Hindu festival. They proudly direct visitors to a display of attractive imitation Diwali-style candles, made in art lessons. They recalled last year's visit to a local church, and remembered seeing stories of Jesus depicted on coloured windows. Pupils speak confidently in assemblies, and are reverential during periods of reflection. They were not fully involved in assemblies seen during the inspection because much of the content was too difficult for them to understand.

### **History and Geography**

**No lessons were observed in history and geography.**

56. There is evidence in teachers' planning, and pupils' workbooks, and in their work on display, of at least satisfactory achievement and progress in both history and geography. Pupils can recall and discuss the work they have done, and many of the things they have learned. They show a good awareness of their surroundings on a trip they make to a local forest, and describe some of the characteristics of the trees. They show good independent writing skills when recording their work on the Great Fire of London, and recall the facts of how the fire started and why it spread so quickly. They compose well-structured letters to thank the organisers of a trip to a local bakery. Pupils use word-processing effectively to label their displayed work.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Design and technology**

**Provision in design and technology is satisfactory. Only one lesson was seen during the inspection.**

57. In the lesson seen, led by a learning support assistant, teaching was satisfactory. Pupils' achievement and progress are satisfactory. Pupils name the ingredients in a vegetable soup that they are preparing, talk about the characteristics of the vegetables, read and follow a simple recipe. They show good practical skills in peeling and chopping vegetables, and have a good understanding of the need for safety with sharp utensils, and for cleanliness, by washing their hands before and after preparing food. The session was linked well to a literacy lesson, and gave good support to pupils' speaking and listening skills. Good links are made with other subject such as religious education. Work on display, and in pupils' workbooks, shows good progress. For example, they make good models of houses out of cardboard packaging, and write about the different sorts of houses. Pupils work together well and follow instructions.

## **Art and design**

### **No lessons were seen in art and design.**

58. Pupils' artwork on display in the classrooms and corridors shows that pupils make satisfactory progress in art and design. They use a variety of media, and show a good flair for the use of colour. For example, they knew the names when recording the colours of autumn. They also know the names of artists such as Picasso and Van Gogh, and understand that they painted in different styles. Many other subjects are enhanced by the good imagination and expression used by pupils in their drawings and paintings.

## **Personal, social and health education**

### **Pupil's achievement in PSHE is satisfactory.**

59. Teachers make many opportunities to help pupils develop their personal and social skills. As a result, they grow in self- confidence and become more independent. They are prepared well for the transition to junior school. Satisfactory attention is given to health education and sex education is taught through the science curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	5
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	0
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*