

# INSPECTION REPORT

**THE QUEEN ANNE ROYAL FREE CHURCH OF  
ENGLAND CONTROLLED FIRST SCHOOL**

Windsor

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 109997

Headteacher: Mrs C R Moss

Lead inspector: Mr J F G Parsons

Dates of inspection: 21 – 23 June 2004

Inspection number: 258156

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	5 – 9
Gender of pupils:	Mixed
Number on roll:	134
School address:	Chaucer Close Windsor Berkshire
Postcode:	SL4 3EH
Telephone number:	01753 830885
Fax number:	01753 831876
Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Rodbard-Brown
Date of previous inspection:	8 June 1998

## CHARACTERISTICS OF THE SCHOOL

The Queen Anne Royal Free Church of England Controlled First School is smaller than most other primary schools with 135 boys and girls aged 5 – 9. Currently, about nine per cent of pupils are in receipt of free school meals and this is lower than most other schools. The proportion of pupils with special educational needs is above average but most of these are at the early stages of support. The percentage of pupils with a statement of special educational needs is broadly average. The school has a high proportion of pupils from minority ethnic backgrounds and a high proportion of pupils for whom English is not their mother tongue. Pupils start school in the year in which they are five and some summer born pupils join Year 1 rather than reception because of this. Most have had some pre-school experience. Many pupils join the school at odd times during the school year and a high proportion of these children have a wide variety of educational and language needs. The socio-economic circumstances of the school are above average. The overall attainment of the children who begin school in reception varies from one year to another but is broadly average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22546	J F G Parsons	Lead inspector	Science Geography History Areas of learning in the Foundation Stage Special educational needs Personal social and health education
11077	J Harrison	Lay inspector	
27240	T Hooper	Team inspector	Mathematics Information and communication technology Design and technology Music Religious education
32505	M Coles	Team inspector	English Art and design Physical education English as an additional language

The inspection contractor was:

Nord Anglia School Inspection Services  
Anglia House  
Carrs Road  
Cheadle  
Stockport  
SK8 2LA

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** It is caring and popular with parents and provides a good education for all pupils, regardless of ability and background. Teaching and learning are good, the standards achieved are above average and pupils achieve well. The school provides very well for pupils' personal development. The leadership and management of the school are effective. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- standards in English, mathematics, science, and history are above average in Year 4;
- in Year 2, standards are well above average in reading, speaking and listening but could be higher in writing;
- the skills of ICT are not consistently taught throughout the school;
- the headteacher has a clear vision and sense of purpose and provides strong educational direction;
- most subjects, apart from English, lack a formal system of assessment to monitor pupils' progress;
- the marking of pupils' work does not show them how they can improve;
- parents are satisfied with the school and many are involved in helping, but some would like to be consulted more about their children's welfare and progress.

The school has made good progress since the previous inspection of June 1998. Standards and achievement are higher than they were then and teaching and learning have improved. The school has successfully tackled the issues raised; however, though standards in ICT are higher than they were, skills are still not taught consistently in all classes.

### 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	C	E
Writing	B	C	C	D
Mathematics	A	B	E	E

*Key: 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  
N.B. The small number of pupils taking the tests lessens the reliability of these statistics.*

**Pupils' overall achievement is good** and overall standards are above average. Children under five are on course to reach or exceed the goals they are expected to achieve by the end of reception. However, many of the children beginning Year 1 have not attended the reception class and have not benefited from the school's good early years provision. The results of the Year 2 pupils' national tests in 2003 were much lower than usual, mainly because this particular year group included a higher than average proportion of pupils with special educational needs and a similarly high proportion of pupils with English as an additional language. Standards in the current Year 2 class are average, overall, and are higher than the previous year. In English, standards are well above average in reading and in speaking and listening, although they are

average and could be improved in writing. Standards are also average in mathematics and science. In the current Year 4, standards are above average overall and are above average in English, mathematics and science. Pupils' literacy and numeracy skills are generally above average and pupils have average skills of information and communication technology (ICT) but, in most classes, pupils need more opportunities to practise, extend and apply their writing and ICT skills in the full range of subjects. The pupils with special educational needs and English as an additional language all achieve satisfactorily. **Pupils' personal qualities are well developed and their spiritual, moral, social and cultural development is good.** Pupils have very good attitudes to school and behave well; their attendance is very good and most pupils come to school on time.

## **QUALITY OF EDUCATION**

**Overall, the quality of education is good. The overall quality of teaching and learning is good overall.** In the reception class the teaching is good and enables the children to make a good start. In Years 1 – 4, the teaching is generally good. It is often very good in lessons. Throughout the school, lessons are imaginative and capture pupils' interest, motivating them to learn. However, the inspectors' analysis of pupils' written work revealed some weaknesses in the teachers' assessment of pupils' progress and the marking of their written work. In the reception class the teachers' records of the children's progress are well kept. However, in Years 1 – 4, the marking of written work does not always show the pupils how to improve. Although assessment in English enables the teachers to monitor pupils' progress effectively, formal assessment is not consistent in other subjects. The curriculum is good overall and the range of out-of-school activities is also good. Strong links with teacher training have helped the school to recruit new teachers of high quality at a difficult time of high teacher turnover. The school's accommodation and resources for learning are satisfactory. The school cares for all its pupils well and has constructive links with parents, the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The governors do their work well and the school complies with all statutory requirements. The headteacher provides very good leadership; she has clear vision and high aspirations for the school. The leadership provided by other key staff is good overall. Subject co-ordinators manage the curriculum well but, because it is small school, some of them take responsibility for three or four subjects.

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

Most parents are satisfied with the school and it is popular and over-subscribed. The school has constructive links with parents, and many of them work voluntarily in school and the parents-and-teachers association is active. Parents supervise their children's homework. Some would like more consultation and information about their children's welfare and how they are progressing. Pupils are keen and like being at school.

## **IMPROVEMENTS NEEDED**

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

- to improve the assessment system and quality of marking to ensure that pupils know what they need to do to improve the standard of their work;
- to raise standards of pupils' writing;
- to apply and extend pupils' writing and ICT skills more consistently in other subjects;

- to consult and inform parents more about their children's welfare and progress.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall standards are above average and achievement is good. Children's attainment when they begin reception varies considerably from one year to another but is average overall. Standards are average by Year 2 and above average by Year 4.

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

- Pupils achieve particularly well in reading.
- Speaking and listening skills are well above average throughout the school.
- Although better than found at the time of the previous inspection, the quality of writing is not as well developed throughout the school as reading and speaking and listening.
- Pupils' ability to solve problems in mathematics is good.
- Skills in ICT are not taught consistently in all classes.

#### **Commentary**

1. Children begin reception with broadly average attainment. Most of the children have had some form of pre-school educational experience but this varies considerably. The children start school in the year in which they are five years old, which means that some start school immediately in Year 1. The school's records of achievement show that those pupils who start Year 1 without the benefit of a reception year tend to reach lower standards than others, and that they find the adjustment to the formal National Curriculum difficult. The school has addressed this by introducing a modified reception curriculum in Year 1 and this facilitates the children's pathway to the National Curriculum by allowing them to learn through structured play in a similar way as they would have done in reception.
2. The children in the present reception class are on course to exceed the goals they are expected to reach by the time they are ready for Year 1 and this represents good overall achievement.
3. Throughout the school, pupils were seen to be achieving often very well in the lessons observed. However, the inspectors' analysis of pupils' written work in Years 1 to 4 show that its quality is more variable than was seen in lessons. Teachers intuitively know their pupils well. However, shortcomings in monitoring pupils' progress and weaknesses in marking reveal that pupils do not always know sufficiently well what they need to do to improve. However, the above average standards reached by Year 4, means that pupils' overall achievement is good.

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

Standards in:	School results	National results
Reading	15.8 (16.9)	15.7 (15.8)
Writing	14.8 (14.4)	14.6 (14.4)

Mathematics	15.2 (17.4)	16.3 (16.5)
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*There were 26 pupils in the year group. Figures in brackets are for the previous year*

4. The national test results have been very variable over the past four years and the trend of improvement has been below that found nationally. In large measure, the variation in the results reflects the different overall attainments of successive Year 2 classes when they joined reception. In 2003, the results of the national tests for Year 2 were average in reading and writing and well below average in mathematics. Compared with those of similar schools, the results were well below average in reading and mathematics, and below average in writing. However, the school's records show that this particular Year 2 class, now Year 3, joined the school with lower standards than usual, mainly because it contained a higher than usual proportion of pupils with learning difficulties. It also had a high proportion of pupils learning English as a new language. The present Year 2 pupils' standards are higher than those of the previous year: they are average overall and pupils achieve well although this class also has a large number of pupils with special educational needs and English as an additional language. Standards are well above average in speaking and listening and in reading but are only average in writing, mathematics and science.
5. In Year 4, overall standards are above average. Standards are above average in English, mathematics and science. Standards are above average in history and pupils achieve well in this subject. Standards are average in ICT and religious education and pupils achieve satisfactorily in these subjects. During the time of the inspection there were insufficient opportunities to observe lessons and make judgements of standards in music, physical education, geography art and design or design and technology. However, much of the work on display in different subjects is of high quality.
6. Pupils with special educational needs are well supported by skilled assistants and achieve satisfactory standards. Pupils who do not speak English as their mother tongue join the school at different times during the school year and their career in the school is often cut short when they move back to their home country. However, they are well supported both by teaching assistants and an external support agency and achieve at least satisfactorily.
7. The school has an affiliation with the English Speaking Board which encourages high-quality public speaking and presentation to an audience. This encouragement of the pupils to speak confidently is evident in all classes throughout the school and Year 4 pupils, in particular, give high-quality accounts to large audiences with clarity and conviction. The school has also had a particular focus on raising the standards in reading in Years 1 and 2 which has been successful, as can be seen in the high standards evident in Year 2. Pupils enjoy books, use the content and index effectively, and skim a text to find the information they need and use the library effectively. The emphasis on library skills is less evident, however, in Years 3 and 4 and consequently standards are lower but still above average.
8. Pupils' ICT skills are broadly average. Teachers' improved subject knowledge and improved computer resources are having a positive effect on standards. However, there is no central suite of computers and the teaching of ICT skills is inconsistent and the quality varies from class to class. In general, there are not enough occasions planned for pupils to extend and apply their ICT skills in other subjects.

9. Pupils' competence is above average in both literacy and numeracy. Pupils' ability to solve problems in mathematics is particularly good and they regularly practise their mathematical skills in other subjects. However, they do not have similarly good planned opportunities for extended writing in other subjects.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very positive attitudes and behave well. Pupils' personal development is good overall including their spiritual, moral, social and cultural development. Attendance is very good.

### **Main strengths and weaknesses**

- Pupils are very attentive and keen to learn.
- Pupils behave well in lessons and around the school but standards of behaviour at lunchtime could be better.
- Attendance is very good because parents understand its importance and pupils enjoy their school.

### **Commentary**

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.4
National data	5.4	National data	0.4

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

10. Pupils have very positive views about the school and this is reflected in their very good attendance levels. Most pupils are punctual but a few in Years 3 and 4 have not adjusted to the earlier starting time introduced recently and arrive late. The school plans to address this by making the starting time the same for all the year groups.
11. Pupils are keen to learn and show respect for their teachers. Nearly all children in reception are on course to achieve the Early Learning Goal in their personal, social and emotional development and many will exceed it. The attitudes and behaviour of Year 3 and Year 4 pupils are much improved since the previous inspection and are now at the same high standard as the rest of the school. This has been achieved through a successful emphasis on positive reinforcement of good behaviour and improved teaching. There have been no exclusions of pupils for poor behaviour in recent years. Pupils behave very sensibly in lessons. At lunch times they enjoy playing harmoniously outside in the school grounds. However, the expectations of pupils' behaviour and table manners at lunchtime are not consistently high enough. Pupils can be too noisy and generally not as well behaved as at other times. There is some pushing in the queues when teachers are not present.
12. A few parents raised concerns about their children falling out with each other and the effect it has on their attitudes to school. The school takes such incidents seriously and resolves them through clear and established procedures. However, record-keeping is not sufficiently rigorous to show parents the actions taken to enforce discipline. Overall, relationships between pupils and their teachers and peers are good. Pupils of different

ethnic backgrounds get along together well with others and with their teachers. Pupils have a rota of 'friends' to play with any children who may have been 'left out' at lunch times. This has worked so effectively that there is now little call for their help.

13. Parents are pleased with the way the school encourages their children to become mature and responsible. The school ethos encourages high expectations of social and moral development of pupils. Pupils' successes and participation in activities are recognised and celebrated, for example, in assemblies by showing their work to the headteacher, or by choosing an activity as a privilege in 'golden time'.
14. Pupils' spiritual development is good and is developed consistently in lessons, in assemblies and in 'circle time'. A good programme of personal, social and health education is established early on in the Foundation Stage and continues throughout the school. This programme helps to foster pupils' reflective and considerate attitudes. Pupils gain a good knowledge of their own and other cultural traditions through assemblies, religious education, visits and visitors. The teachers draw upon the experiences and resources that pupils and parents of different ethnic backgrounds bring to widen pupils' horizons. They make effective use of the wealth of cultural opportunities in Windsor. Pupils vote for the charity they wish to sponsor and are currently enthusiastically helping the local hospice. They are keen to put forward their ideas about how the school is run. The school council is well managed and has made constructive suggestions about how the school could improve; this contributes to the pupils' sense of ownership and pride in their school.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

Overall, the quality of education is good. The quality of teaching and learning is good throughout the school. The system of assessment and marking of pupils' work are unsatisfactory. The curriculum is good. Care, guidance and support for pupils are good and the school has good links with parents and the community.

### **Teaching and learning**

The quality of teaching and learning is good overall. In the lessons seen, teaching was often very good. Assessment of pupils' progress is good in reception because it effectively uses the Foundation Stage profile for guidance. In the rest of the school, however, assessment is not consistently used to monitor pupils' achievement and marking does not always help pupils sufficiently to improve the quality of their work. It is this weakness that makes the effectiveness of teaching and learning good rather than very good.

### **Main strengths and weaknesses**

- Teachers have good professional expertise in the teaching of the core subjects of English, mathematics, and science.
- Teachers match the work effectively to meet the wide variation in the needs of pupils of different abilities.
- Teachers make effective use of modern technology to make lessons interesting.
- ICT skills are not taught consistently in all classes.
- There is a lack of consistency in marking and assessment to monitor pupils' achievement and develop their learning.

- Regular homework is a feature of the school, which consolidates class work well and helps pupils to make progress.
- Teachers deploy their support staff effectively.
- Pupils collaborate well in pairs and small groups and benefit from this social interaction.

## Commentary

### *Summary of teaching observed during the inspection in 20 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	8	0	0	0	0

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

15. During the inspection teaching was seen in all year groups including the reception class. It was often very good but good overall. This is a good improvement since the last inspection, when there was a significant amount of unsatisfactory teaching, especially in Years 3 and 4. Parents' written comments indicate a belief that teaching is good. Rigorous systems of performance management and opportunities for professional development have helped to improve teaching. All year groups now experience good, often very teaching throughout the school.
16. Teachers have good subject knowledge and professional expertise in the teaching of the core subjects of English, mathematics, and science. The often very good quality of teaching in these subjects means that pupils achieve above average standards by Year 4. Teachers plan lessons thoroughly, with careful attention paid to ensuring that the wide range of needs of pupils is met. A variety of teaching strategies and tasks successfully engages and motivates pupils. A high level of trust gives the pupils confidence and encouragement to learn.
17. In the best lessons, the teachers employ a wide range of strategies and instil a sense of curiosity and enthusiasm. The lively pace evident in these lessons is often complemented by a good range of questions aimed at pupils of different abilities, and by good classroom organisation. Pupils often work in pairs or groups, which effectively develops their social skills. Teachers prepare challenging activities for pupils of different abilities.
18. The strongest features of the teaching were teachers' knowledge of the capabilities of higher-attaining pupils to provide tasks that were carefully matched to their needs. This ensured that they were challenged particularly well and made good gains in their learning. Another feature of the more successful lessons was the seamless way that teachers used technology - especially computers with projectors - to stimulate pupils' interest and to make presentations exciting and varied. Pupils with special educational needs or those who do not speak English as their mother tongue are well supported by teaching assistants who are well deployed and briefed by teachers. The active involvement of teaching assistants in most lessons is a good feature of teaching and contributes to rising standards and achievement.
19. Teachers mark work regularly and often make encouraging comments. However, marking is not always sufficiently evaluative of the standard of the work and often does not show pupils how to improve. Pupils are not sufficiently involved in their own learning because the teachers do not consistently set them targets to improve their

performance. There are good and clear systems for assessing pupils' achievement in English, and teachers monitor and record pupils' progress well. This means that they pitch work to challenge pupils and extend their learning. Those pupils who are underachieving are identified and support is given. However, in other subjects, although they intuitively know pupils well they do not always monitor and record standards enough or identify the skills needed in order that pupils can improve. Pupils with special educational needs or who do not speak English as their mother tongue are assessed well. Their needs are carefully identified and regularly reviewed. Pupils' individual education plans are relevant to the changing needs of pupils with special educational needs and work is tailored to suit pupils who are at the early stages of learning English.

20. Homework is set consistently and there are effective homework packs to inform parents and carers about the school's expectations so that they can supervise and help their children. This is a good feature, which helps pupils to make progress.

### **The curriculum**

The curriculum is good overall. It is enriched by a good range of out-of-school activities. The accommodation is satisfactory and the quality and range of resources is good.

### **Main strengths and weaknesses**

- The curriculum ensures progression and continuity through its consistent adoption throughout the school of national guidance in all subjects.
- Personal, health and social education is well developed.
- The curriculum is good in the Foundation Stage and Year 1.
- Lessons are disturbed when children pass through one room to get to another.

### **Commentary**

21. Statutory requirements of the National Curriculum and areas of learning in the Foundation Stage are met including provision for religious education and acts of worship. The development of pupils' personal, social and health education is firmly established throughout the school and is a particularly good feature of assemblies and circle time.
22. The curriculum in the Foundation Stage is good. For some pupils beginning Year 1 who have had little or no time in reception, and who would benefit, the school uses a modified version of the Foundation Stage curriculum to move them more gradually into the more formal subject-based National Curriculum. This enables these particular pupils to learn well and to make better progress.
23. Curriculum planning is good overall and the school offers a wide range of stimulating activities for pupils. Well-planned links between different subjects make learning more meaningful to the children. Several examples of this were seen when literacy and numeracy skills were applied well to support pupils' learning in history, science and art. However, pupils do not use and develop their expertise in ICT consistently enough.
24. The school has effectively adopted national guidance to support curriculum planning in all subjects and has supplemented this with some good commercial schemes. This ensures that teachers' planning is consistent and follows a common format, and that all

teachers work from the same schemes of work. This helps the school to ensure good continuity in pupils' learning in all subjects of the curriculum.

25. The provision for pupils with special educational needs is good. All teachers plan specifically for these pupils and teaching assistants provide effective support. All pupils, regardless of ability, gender or ethnicity, have equal access to the curriculum. Those who do not speak English as their mother tongue are well supported when developing their basic skills. They are helped by the very good speaking skills of many pupils who act as role models. There are many opportunities for pupils to learn and take part in a good range of stimulating extra-curricular activities. These include sports and music, as well as an ICT club and the English Speaking Board. All of these activities are popular and well attended. The school plans visits to places of interest, which pupils enjoy, and visitors to the school also help to enrich pupils' learning experiences and help to make learning exciting. Pupils make frequent educational visits to local areas of interest; for example, to Windsor Castle for history and the Great Park for geography studies.
26. The school has significantly improved its accommodation and resources since the last inspection and these improvements are having a positive impact on pupils' learning. However, access to the modular buildings is via other classrooms. This necessitates disturbing lessons because pupils need to walk through classrooms.

### **Care guidance and support**

Pupils are well cared for and the school provides well for their welfare, health and safety. Pupils have satisfactory support, advice and guidance. The school has good procedures to take pupils' views into account.

### **Main strengths and weaknesses**

- The school enables pupils to learn with confidence.
- Children's personal development is monitored well in reception though not well enough in Years 1 – 4.
- Child protection and health and safety procedures are good, so that children feel safe.
- Pupils know their views matter and this makes them feel valued. The School Council is making its views felt.
- The school's record keeping is in need of further development.

### **Commentary**

27. Most parents say that their children are happy, well cared for and treated fairly and equally. Pupils say that their teachers are helpful if they have problems with their work and that they are well looked after. This reassurance builds the pupils' confidence and has a positive impact on their learning. There are good induction procedures with well-planned preparation visits to feeder nursery schools by the Foundation Stage teachers. All new arrivals are paired with a friend who helps them to settle in. The school has recently received the bronze Healthy Schools Award in recognition of its successful work in the areas of nutrition, behaviour, personal education and pupils' involvement.

28. Child protection procedures are effective. All staff, including non-teaching staff, are regularly trained in the approved guidelines and in recording any racist incidents. The school's health and safety procedures are comprehensive and effective. The governors and local education authority work closely together and inspect the school's premises and assess risks, for example, that the accommodation might pose. For example, the school has identified the need to improve the hygiene of the boys' toilets.
29. Supervision at breaks and lunchtimes is good. Some of the lunchtime supervisors are also employed as teaching assistants in the classroom, which makes for effective continuity of care. However, the school does not record incidents such as accidents for future reference. Teachers know and care for their pupils well. However, the recording of pupil's personal development is good in reception but insufficient in Years 1 to 4.
30. Pupils trust their teachers and this helps them learn with confidence. In circle time, as part of personal, social and health education lessons, pupils have opportunities to discuss their feelings and explore emotions. Teachers monitor pupils' progress but the pupils are not actively involved in setting their own targets for improvement.
31. Pupils are pleased that the school listens to their views and proud of the changes that they have helped to bring about. The School Council has only been in place a short time but has already made itself felt. Pupils were trained in how to hold meetings, take minutes and mediate. The School Council helped to design and improve lunchtime play facilities and pupils say this has made their play times more constructive and happy. The active and willing involvement of pupils in the running of their school makes a strong contribution to their personal development.

### **Partnership with parents, other schools and the community**

The school has good, constructive links with parents, the community and other schools.

### **Main strengths and weaknesses**

- Parents are satisfied with the school and the education their children receive and in return give good support to the school and their children's learning.
- Consultation, whilst satisfactory, does not fully identify the concerns of some parents.
- Some parents feel that they would like more information about the welfare and progress of their children.
- Good community links enrich pupils' learning and personal development.

### **Commentary**

32. Parents are satisfied with the school, which is a popular choice in the local area. They say that their children enjoy school, are well taught, expected to work hard, and fairly treated. Parents had less favourable views about the information they receive on their children's progress, the school's response to complaints and the extent of consultation. The inspection found the procedures to deal with concerns and complaints satisfactory overall but there is not enough consultation of parents' views.
33. Parents take a keen interest in their children's education. Nearly all parents attend two meetings a year with teachers to discuss their children's progress. The school's parent-teacher association supports the work of the school through a range of social and fund-



raising events. The association has recently funded playground equipment and the refurbishment of the outside area. Several parents provide valuable and welcome help in the classroom. Parents enjoy the opportunities they have to visit the school for assemblies and performances.

34. Communications between school and home are generally effective. The school has a website which provides information about its curriculum. Regular newsletters keep parents informed, and the school occasionally presents curriculum evenings to explain educational matters. For example, parents praised the last such meeting, which was held in connection with numeracy, and said they would like more events of this kind. The packs sent home, which include educational games and work, are appreciated by parents.
35. The annual written reports of the children's achievements are mostly good, particularly in English and mathematics. However, a significant number of parents indicated that they would like to be more closely involved with their children's day-to-day welfare and educational progress. The school could also consult more widely with parents to establish exactly what could be done to make an even closer educational partnership.
36. The school has good links with the community, the school supports local charity, for example, Year 4 pupils sing for the elderly at Christmas and distribute home-made sweets and biscuits. Pupils take part in a good range of local competitions and benefit from links with the local church. There are good pre-school links and good support for transition to middle schools so that pupils make a smooth transition to their next stage of education. The school also has a valuable link with a university department of education so that student teachers work in the school and are sometimes offered employment once they are qualified.

## **LEADERSHIP AND MANAGEMENT**

Overall, the quality of leadership and management is good. The leadership of the headteacher is very good. The management and governance of the school are good.

### **Main strengths and weaknesses**

- The headteacher has a clear vision, strong sense of purpose and high aspirations.
- Strategic planning is well thought out, and clearly reflects the school's ambitions and goals.
- Governance of the school is good and provides critical guidance for the professionals.
- The school spends its money wisely because of very efficient approaches to financial management.
- The school lacks a comprehensive and consistent system for tracking pupils' progress and achievement in all subjects.

### **Commentary**

37. The headteacher provides very strong, strategic leadership for the work of the school. She has high aspirations for the pupils' academic progress and for their personal development. She maintains a clear vision for the direction of the school that is currently firmly focused on raising the achievement of all pupils. Much of the burden of leadership and management falls on the headteacher because there is no deputy headteacher.

38. The leadership provided by other key staff and their teamwork is generally good. The Foundation Stage is led particularly well, because of the co-ordinator's vision, knowledge and imaginative interpretation of the curriculum. Performance management systems, through which the quality of individual teachers' work is monitored, are securely in place. The school's use of performance data is very good in English. A rigorous analysis of test results show how individuals and groups of pupils have achieved. However, a lack of thorough assessment in other subjects means that there is an incomplete picture of how pupils achieve in all National Curriculum subjects.
39. Despite the shortcomings of the assessment system, the national test results and the assessment of pupils' attainment at the time of entry enable the school to identify clearly the barriers it faces in raising achievement. One of these is a significant variation in the attainment of pupils joining the school from one year to another. A consequence of the local education authority's admissions policy is that some pupils begin school in Year 1 with very limited pre-school experience. The school has identified the length of Foundation Stage experience children have had prior to starting Year 1 as an important factor in their achievement and has introduced an effective modified curriculum from reception to Year 1 to meet the needs of these pupils. The high turnover of both staff and pupils is another factor that has affected the quality of teaching and learning; however, the school has been successful at recruiting suitable teachers and other staff.
40. The school's development plan is good and provides a clear direction for the work of the school. It identifies the need to continue the improvement in the provision for ICT both for teaching and learning. The raising of standards in writing is also another area that has been targeted. The plan is realistic and details the financial implications of the various initiatives mentioned.
41. The headteacher plans the development of staff well and effectively deploys the teachers' different skills and expertise. Staff development is effective and linked to the aims of the school.
42. There is good leadership and management of the provision for pupils with special educational needs. Systems are in place to ensure that these pupils are identified early on, and appropriate action is taken to meet their needs. Arrangements to lead and manage the provision for those pupils who do not speak English as their mother tongue are also good and the school receives support from a specialist agency.
43. The school uses its available resources well to further its educational aims. The headteacher and governors, supported well by the school finance officer, evaluate expenditure closely, with a focus on improving provision for all pupils. There has been a large carry forward in recent years, mainly as a result of experienced teachers leaving and being replaced by newly-qualified ones so that the money set aside for salaries has not been fully used. Much of this balance is being used to finance high value items such as new computers and interactive whiteboards. Development of the use of technology in teaching and learning is one of the areas targeted in the school development plan.
44. Governors play an effective role. They know the school well and frequently come into school to meet staff and observe lessons. A 'Governor of the Month' scheme fosters even closer links by a close involvement in the school of an individual governor. Governors have a thorough understanding of the school's strengths and weaknesses. Financial management is very efficient. The principles of obtaining best value are

apparent in the governors' financial decisions and they fulfil all of their statutory duties conscientiously. They are closely involved in strategic planning and challenge the headteacher on issues such as pupils' achievement and plans that may affect it.

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

Income and expenditure (£)	
Total income	410,082
Total expenditure	370,916
Expenditure per pupil	3,274

Balances (£)	
Balance from previous year	34,950
Balance carried forward to the next	39,165

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

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

There has been good overall improvement since the previous inspection. Although very variable, the attainment of children beginning school in reception is broadly average. By the end of reception, the pupils exceed the goals they are expected to reach and this represents good overall achievement for these pupils. Children who have been in reception for a sustained period often achieve better because of the greater experience they have had in this stimulating environment. The reception class liaises closely with Year 1. The two teachers who share the teaching in reception are responsible to the Year 1 teacher who manages the Foundation Stage. The link between the Foundation Stage and the National Curriculum in Year 1 enables a smooth transition to the National Curriculum for those children who join Year 1 with little pre-school experience. The Foundation Stage is well managed. The procedures adopted to check pupils' progress are effective. Children with special educational needs integrated into all activities and achieve satisfactorily. Children regardless of background, including those with English as an additional language, and from minority ethnic groups, are given good support and achieve satisfactorily. Recently, the school has adopted a system of auditing its provision using national guidance and this is a useful tool to check that all the elements of the Foundation Stage curriculum are being thoroughly covered.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

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

- The organisation of the classroom and outside area enables children to play together in a constructive way using a good range of toys and construction materials.
- Children are given good opportunities to collaborate with each other and develop maturity when working and playing together.
- The very good range of activities helps develop the children's independence and attitudes to work.
- Most children quickly become self-assured and are happy and confident in school.
- A disadvantage is that, because of the admissions policy, many of these children spend little time in the reception class.

#### **Commentary**

45. All children thrive in the relaxed but purposeful atmosphere in the classroom. Children mature quickly in reception and achieve standards above those expected by the end of reception. Many children start with already good maturity so this represents good achievement overall. The teachers and assistants have established a harmonious working environment. The teaching is good overall, and often very good. Teachers and assistants provide good opportunities for children to work both independently and collaboratively; for example, when they make caterpillars out of circles of paper. Children play together in the sand-trays, and help each other. Teachers and assistants ensure that children are valued and feel comfortable in class. Many of the children who have been in reception for the longer term significantly exceed the expectations for their age and achieve well. A few are more immature, having only been in reception for a

very short time, and achieve less well. For these, the arrangements for extending the Foundation Stage curriculum into Year 1 are particularly beneficial.

46. Teachers and their assistants manage children well and the classroom is bright, colourful and welcoming. The good teaching and learning that takes place quickly develops children's understanding of the correct way to behave. This encourages them to talk about their feelings and discuss their behaviour. Very well developed speaking and listening skills help this development. Because of the often very good teaching, children respond well in class during question and answer sessions. They concentrate for considerable periods; the younger children closely follow the approach of the older ones and use them effectively as role models.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- Lessons are well taught and well planned with simple, clear and practical objectives that children understand.
- Children are well managed, time is used well and resources very well.
- Many children have well-developed skills in speaking and listening when they join the school.
- Many children are articulate, listen well and speak in full sentences.
- Nearly half the class write with varying degrees of success but unaided by the time they finish reception.

### **Commentary**

47. Children achieve standards which are above those expected for their age because of the good teaching. However, because many children join school with well developed skills in speaking and listening in particular, they achieve satisfactorily overall, including those who do not have English as their mother tongue. The teachers have good subject knowledge and the quality of teaching is good overall. The teachers make a very concentrated effort in this aspect of learning. They manage children well and there was never a raised voice during the inspection. Lesson planning is imaginative and many lessons follow a theme. During the inspection, the theme was based on the story of *The Blue Balloon*. In one very good lesson, the teacher followed up the story using magnetic cards on a board with illustrations from the story. The teacher encouraged children to articulate their thoughts and develop their recall of the story. They showed that they could organise their thoughts and sequence the ideas in the story. Some children went off to various activity areas to follow this up in different ways; for example, a large group of higher attainers wrote a freehand story based on the *The Blue Balloon*. The quality of writing for this group was very good; letters were legible and some children used full stops and capital letters correctly. Although the teacher guided them, the children's writing was essentially independent.
48. Children work well on the computer and play word games, they show good control of the mouse and use the machine confidently. During this activity they linked sounds to letters and they understood that they were forming words. The classroom is bright and stimulating and helps develop children's learning through colourful displays of sounds

and letters. Children say 'please' and 'thank you' when talking to adults and many hold quite extensive discussions. In the play areas, the children interact well with others, negotiating plans and activities and taking turns in conversation. All show an interest in books and many can read simple words fluently.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The children's very well developed speaking and listening skills and their ability to express themselves are a considerable advantage.
- Children can talk about and create simple number patterns.
- They count in twos and threes.
- During structured play pupils are beginning to weigh and measure informally using the sand tray and building apparatus.
- They use the computer to make butterflies with symmetrical patterns.

### **Commentary**

49. The children learn basic number skills well and recognise patterns and simple symmetry through well-organised lessons and good teaching. They are helped in this by their very well developed speaking and listening skills and their ability to express themselves when they start school. Children exceed expectations in this aspect of the early learning goals due to the good teaching and this represents good achievement overall. The pupils have many opportunities to learn, often through a theme; for example, during the inspection, work was based on the storybook, *The Hungry Caterpillar*. Children help one another to fill balloons in the sand tray and talk about one balloon being heavier than another, developing their skills in weighing. They build structures, and measure using building blocks. In a well-taught carpet time session, children talked articulately about repeating patterns, and sang a song about different shapes to reinforce their learning. During the activities session, the children used circles of paper to make a picture of the *The Hungry Caterpillar* and created repeating patterns. Children counted the legs in twos when they were making the picture. The teacher intervened effectively and encouraged the children to count the number of circles and legs that made up their picture, which children enjoyed doing. Pupils spoke articulately and confidently to the whole class, discussing and explaining the patterns they had made.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Many of the children come from backgrounds where they have already acquired a good knowledge of the world around them.
- Children use role-play effectively in their learning.
- Resources are used very well.
- Lessons are imaginative and active.
- Children build and construct models effectively using a wide variety of materials.

## Commentary

50. The good teaching enables the children to exceed the expected standard in this early learning goal by the end of reception. Many come from backgrounds where they are well travelled and already have a good knowledge of the world around them, so this represents good achievement for them. During one very well taught lesson the theme was *The Hungry Caterpillar*, a story which children had read and could recall. Over time, they had watched caterpillars change into chrysalises and the teacher used this very effectively to engage the children's interest. Children enjoyed this lesson, and showed understanding of the sequence of events in the caterpillar's life cycle. Very good resources, for example, a 'chrysalis suit' worn by a boy, and a multi-coloured parachute to simulate a butterfly's wings added to the lesson's interest. Lessons encourage children to be inquisitive and look carefully at their surroundings. Children make constructions from building bricks and use these effectively in their role-play. Children's very good speaking and listening skills enable them to articulate their ideas and reinforce their learning through effective questioning.

## PHYSICAL DEVELOPMENT

51. No directly taught physical education lesson was seen, so no overall judgment can be made on provision or standards and achievement. However, children in the playground move about with agility and safety and move about the hall confidently. During a very well taught role-play lesson, pupils imitated the movement of a caterpillar and a butterfly imaginatively, showing awareness of different levels and taking care not to bump into one another. The teacher and her assistant show the children how to move through demonstration and effective questioning. Although the outside area is not separate from the main playground, pupils from older classes know it is for reception children to use and are careful to respect it. This area is well resourced and used effectively for physical activities.

## CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

### Main strengths and weaknesses

- Children's artwork on display is of high quality.
- Organisation of the classroom encourages creativity through a very good range of resources.
- Children enjoy well-planned and imaginative activities and use a wide range of media including paint, paste, paper pins and pipe cleaners.

## Commentary

52. The bright and stimulating classroom and outside area encourage children's creativity. The generously sized classroom is split into activity areas which give children a wide range of choice. The range of activities organised enable children to express themselves and they enjoy these hands-on activities and concentrate very well. Teaching is very good and all children regardless of background are set to reach well

above expected standards by the end of reception and achieve well. In one very well taught lesson the children were taught in small groups; one making a caterpillar from card, paper clips and pipe cleaners whilst another made butterfly wings from shapes wrapped in film. The quality of the work was very good. Children show good dexterity in the way they cut circular shapes and carefully use the paper clips to fasten them. They learn to use different textures of paper to suit the model they are making and can name the vibrant colours they use in making the butterfly wings. The stimulating class environment encourages pupils' creativity. The work on display around the classroom is high in quality and children often sing and perform in role-play activities.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

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

- Standards in reading are well above average in Year 2 but not as good in Year 4.
- Pupils' speaking and listening skills are well above average throughout the school.
- Teaching and learning are consistently good in lessons.
- The quality of pupils' writing and presentation skills are average in Years 2 and 4 but the quality and range of writing is not consistent across the school.
- Pupils do not have enough practice in their extended writing in other subjects.
- Marking does not always help pupils to know how to improve.

#### **Commentary**

53. Pupils reach average standards overall in Year 2 and above average standards in Year 4. This represents good achievement overall, especially in speaking and listening. The national test results in Year 2 are depressed by high numbers of pupils with special educational needs and who are at an early stage of learning English. In Year 4, pupils achieve good standards in lessons because the English lessons are taught well and pupils enjoy a good range of reading, writing and speaking and listening activities. Standards of speaking and listening are well above those expected in Year 2 and Year 4. Standards of reading are well above average by the end of Year 2, an improvement from the previous inspection. Standards of writing have also improved, as indicated by a higher proportion of pupils achieving higher levels in the national tests. The quality of writing is average in Year 2 and Year 4 but it is not as consistently well taught as other aspects of literacy. Pupils' handwriting, spelling, grammar, punctuation and presentation skills are generally good but the amount and range of writing undertaken are not consistent and pupils generally would benefit from more practice with extended writing.
54. No significant differences in achievement were noticed for pupils of different ethnic groups, or boys and girls. Those who do not speak English as their mother tongue achieve at least satisfactorily. Work is planned well for pupils with special educational needs and they receive good support. One of the reasons why standards and achievement are improving across the school is because of consistently good teaching in lessons. Teachers have very good subject knowledge and this helps them to plan work that is interesting and challenging. Content is taught in a logical sequence, pupils



build on what they already know, and this makes it easier for them to learn and use new skills. Activities are well matched to the different individual needs and abilities of pupils and this motivates them to work hard and to achieve. Because the planning is good, teachers keep the pace of lessons brisk and pupils are fully engaged.

55. Pupils' speaking and listening skills are developed very well throughout the school. Standards are well above average and pupils achieve well in this aspect of their learning. Teachers use a very comprehensive scheme of work that enables them to plan for this aspect of literacy effectively. The literacy aspect of the National Primary Strategy is carefully followed. Teachers give time in lessons for pupils to discuss their work with each other. Teachers ask probing questions which enable pupils to use their speaking and listening skills effectively to help clarify points and help them learn. As a result, pupils show a good understanding and express themselves clearly in a range of situations. They listen to others' contributions with courtesy and respect and they ask and answer questions politely and confidently. The school's affiliation to the English Speaking Board encourages pupils' public speaking skills. This skill is used to good effect in many subjects. Assessment and monitoring of teaching and learning are used effectively to track pupils' performance and the quality of teaching and learning in each class. Work is marked regularly, but it is not wholly effective because it does not include comments about how pupils can improve their learning.
56. Pupils enjoy reading and read a good range of high quality literature, and in Year 2 standards of reading are well above average. Pupils in all classes demonstrated how to find information from a non-fiction book. They used the correct terminology and explained themselves confidently. This reflects the good teaching they have had in how to use these skills. However, Year 4 pupils have not built on them successfully and are unable to find information books in the library. This is because they have had insufficient opportunities to practise their library skills as independent learners.
57. Good leadership and management of English have improved teaching and learning. The co-ordinator is knowledgeable, well organised and leads by example. There is a comprehensive range of policy documents in place and plans for their review. This has had a positive impact on the raising of standards and raised the profile of literacy throughout the school. Improvement since the previous inspection has been good overall.

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

58. Pupils' language and literacy skills are above average but the teachers do not provide enough practice and application of writing in other subjects.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teachers ensure that pupils have a good grasp of all areas of numeracy.
- The school places a strong emphasis on problem-solving skills and pupils' very good reading skills help pupils to interpret questions.

- The system for recording pupils' achievement does not give teachers and pupils clear information about how to improve their learning.

## Commentary

59. The inspection found that standards are average in Year 2 and above average in Year 4. This represents good overall achievement for pupils who joined the school with average attainment. Standards in Year 2 are depressed by a high proportion of pupils with special educational needs and English as an additional language. Pupils with special educational needs achieve satisfactorily and are well supported by teachers and learning support assistants. Boys and girls, and pupils from different ethnic groups are achieving similar standards.
60. Pupils in Years 1 and 2 learn to recognise number patterns. They explain confidently how to solve problems using their knowledge of multiplication and addition. In Year 4, pupils use various ways to multiply two-digit numbers and are secure in their grasp of the methods that they have learned. In some classes, pupils use computers regularly to practise their skills but this is inconsistent throughout the school.
61. There is a strong emphasis on developing all areas of numeracy. When Year 1 pupils practised estimating, some of them pointed out the patterns that combinations of numbers created. In Year 4, quick-fire practice developed mental calculation effectively. In the last inspection this aspect of mathematics was found to be a weakness. Teachers are careful to use technical terms such as *partitioning* and *operations* to help pupils to learn mathematical language effectively.
62. During the inspection, there was some very good teaching and the overall quality of teaching and learning was good. Teachers plan lessons carefully and tell pupils about the lesson's objectives so that they have a clear idea of what they are learning. In some lessons, teachers used data projectors very effectively and this stimulated the interest of pupils and helped teachers to maintain a lively pace. Teaching assistants play an important role in lessons; they have a good grasp of the objectives of the lesson and support individuals and groups effectively. Teachers use questions effectively to check pupils' understanding and encourage them to think; for example, to find alternative ways to solve mathematical problems.
63. The National Primary Strategy in numeracy is the basis for planning in the subject. It is supplemented by other materials and adapted as appropriate. Good planning ensures that all areas of numeracy are now fully covered. Some marking is good and suggests how pupils could improve their work. However, this is not always the case and teachers do not always use the best marking as their model. Teachers know their pupils well informally but the system of assessment does not track the achievements of individuals thoroughly enough, nor is it used to show pupils what they need to do next to improve. Resources are good and help teachers to teach numeracy effectively. The co-ordinator is conscientious and enthusiastic. However, she has not been in charge of the subject long enough to have made a significant impact. She has a clear grasp of the strengths and weaknesses of the subject and has made the development of assessment a priority. The higher standards in Year 4 and improved teaching mean that there has been good improvement since the last inspection.

## Mathematics across the curriculum

64. Pupils' mathematical skills are above average. Pupils often use mathematics well in other subjects and develop an appreciation of its practical use. In science, pupils record data and create graphs. Numeracy skills are also developed in other lessons, for example, measurement in design and technology, and dates for example, in history. Teachers also develop numeracy in everyday ways such as during registration periods. However, much of this is unplanned, rather than being part of a deliberate strategy for developing pupils' number skills in other subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils record their work well and reach above average standards in Year 4.
- Technology is used effectively for presentations in lessons and teaching is good overall.
- Pupils enjoy good opportunities for practical work.
- Pupils work well together and speaking and their listening skills are particularly effective.
- Marking is inconsistent and there is no formal assessment.

### **Commentary**

65. The inspection found that standards in science were average in Year 2 and above average in Year 4. This represents good achievement for all pupils throughout the school, regardless of background and ability. It is important to note that the Year 2 class has a larger than usual cluster of pupils with special educational needs or who do not speak English as their mother tongue so their standards are lower than usually found in the school.
66. Pupils work well and the quality of their work is good in Year 4 and there is a large amount of recorded work. However, marking of the written work is not sufficiently evaluative or used to show pupils well enough how to improve. ICT is often used well in science to research information but pupils' ICT skills vary from class to class and are inconsistent.
67. The quality of teaching is good overall. Pupils enjoy practical work, in particular. In one very well-planned and very well-taught Year 2 lesson, the teacher was effectively drew out pupils' ideas and encouraged a very worth-while discussion in which pupils expressed themselves clearly and articulately. The practical part of the lesson was very well organised, with good resources. In a well taught Year 3 lesson the teacher used technology well, making a presentation using a computer and projector effectively to extend pupils' understanding. Again, some very useful discussion took place and pupils applied their speaking skills effectively in a presentation of their findings.
68. The subject has improved well since the previous inspection. It is satisfactorily led and managed but, in common with other teachers, the co-ordinator has a number of other subject responsibilities. Although the co-ordinator has good subject knowledge, monitors pupils' work, and informal assessment takes place there is no systematic evaluation of achievement, teaching and learning in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

69. No ICT lessons were observed during the inspection. However, observation of pupils using ICT in other subjects indicate that there has been a good improvement since the previous inspection. Pupils in all age groups save and retrieve their work and older pupils know how to print it. Year 4 pupils make multi-media presentations, adding pictures and sound to their work. Pupils send e-mails to other schools, which makes an effective contribution to their literacy.
70. The ratio of pupils to computers is satisfactory and the equipment is better than at the time of the previous inspection because pupils can now experience lessons in control technology. However, the school has no computer suite and the teaching of basic ICT skills takes place in classrooms, often through other subjects. Some teachers do not feel confident about teaching this subject and would benefit from further training. Pupils have access to the Internet and suitable safeguards are in place to prevent them accessing unsuitable material. The teacher in charge of the subject manages it well. She has considerable personal expertise in ICT; she is enthusiastic and is developing an effective assessment system so teachers will have a clearer idea of the achievement of pupils but this is not yet in place. The school has addressed the issues raised during the previous inspection satisfactorily but the teaching of ICT skills remains inconsistent.

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

71. Pupils' ICT skills are broadly average. In some classes, these skills are exploited effectively to support pupils' learning in English, mathematics and science. Work is sometimes word-processed in English and pupils use the Internet for research in history. However, the practice of pupils' ICT skills and their application to extend and support learning in other subjects is inconsistent throughout the school.

## **HUMANITIES**

### **History**

72. Only one lesson was observed. It was not possible to make a judgement about provision overall. However the standard of work seen was above expectations in the quality of written work analysed by both Year 2 and Year 4 and in the lesson seen. The subject makes a good contribution to the pupils' knowledge of their own and other countries' cultures. The school has a good deal of useful software available on the computer and together with good use of the Internet this enables pupils to research independently. In the Year 3 lesson seen, the teaching and learning were good. In their study of the life and times of the Vikings pupils showed good research skills, using both books and the computer to find out about the sort of clothing and housing that the people had at this time. Pupils have a good understanding of the period, artefacts and the way of life. A computer and projector were used well in this lesson to make a presentation which reinforced pupils' learning. The quality of writing in this lesson was good and pupils were able to express themselves well. Speaking and listening made a good contribution to the good quality learning and pupils were able to make a presentation about their findings confidently and clearly.

### **Geography**

73. There was insufficient information to make a judgement about provision, standards and achievement and teaching and learning. In the one lesson seen, in Year 4, the quality of teaching and learning was very good. The lesson linked closely with a persuasive writing topic which pupils have been studying in literacy. They argued a case for the most appropriate way to travel to an Indian village. Some very good discussion took place and pupils responded very well in the question-and-answer session. Pupils showed a good understanding of the difference between weather and climate. The teacher used the computer and projector well to show pupils how to use a search engine to find out information from the Internet. In the presentation which followed, pupils were clear and articulate and showed confidence in speaking to a group. The quality of writing was good and pupils showed that they understood the concept of persuasive writing.

### **Religious education**

74. During the period of the inspection, no lessons in religious education were timetabled. However, discussions took place with staff and pupils, and an analysis of the pupils' written work indicates that standards are broadly average, as was also found at the time of the previous inspection. Younger pupils understand the main points of the Christian faith and the layout of churches. Older pupils have studied the main world religions and have a satisfactory knowledge of them, although there are some gaps in their knowledge of Judaism. Daily assemblies contribute to pupils' knowledge of Christianity and other world faiths as well as raising important moral issues. There is some development of literacy through the recording of work in the subject as well as discussions in lessons. Years 3 and 4 have used their ICT skills effectively to research world faiths through the Internet.

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

### **Design and technology**

75. There is too little evidence to make a secure judgement about the quality of the provision. No lessons were seen during the inspection. However, from the records of pupils' work and discussion with relevant staff, indications are that the range of work covers the requirements of the National Curriculum effectively. The resources for the subject are appropriate for the projects that pupils undertake. The subject makes a good contribution to the development of pupils' literacy skills when they write their evaluations for their work. However, there is no systematic recording of how successfully pupils achieve in the subject, or what they need to do to improve.

### **Art and design**

76. No lessons were observed during the inspection, so no secure overall judgement can be made for provision, or standards and achievement in art and design. Displays of pupils' work in corridors around the school are of good quality. Art and design is often planned as part of a topic linked to other subjects and examples of these were seen in English and ICT. Displays in classrooms are of a high standard. For example, the plaster sculptures that Year 3 pupils have made, and the paintings done by Year 4 pupils are of a very high quality. Pupils' sketchbooks are a good feature and provide good opportunities for teachers to make ongoing assessments of pupils' ideas and the development of their skills. The co-ordinators have good subject expertise and provide effective support for their colleagues. They manage the budget well and ensure that there are adequate and appropriate resources.

## **Music**

77. No music lessons could be seen during the inspection. However, the whole school was heard singing in assemblies and in rehearsal for the annual leavers' concert. The singing was average in quality. The recorder club enriches the musical life of the school, and visiting music teachers develop the instrumental skills of pupils. Regular musical productions also contribute to the pupils' overall musical experience. The instrumental resources are sufficient - mainly tuned and untuned percussion instruments in good condition.

## **Physical education**

78. Only one lesson was observed during the inspection, so no secure judgement could be made of provision in the subject. Discussion with the subject co-ordinator and analysis of the curriculum file indicates that planning is good. Each class is taught physical education for the appropriate amount of curriculum time. Analysis of teachers' planning and discussions with teachers and pupils suggest that all strands of physical education are taught regularly.
79. In the Year 1 lesson seen, pupils were reaching above average standards in athletics as a result of good teaching. They showed good co-ordination and good control of their movements. They were active throughout and developed their athletic skills well. The teacher made good references to the effects on the body of exercising and pupils enjoyed their lesson. A good range of activities in the curriculum, including tag rugby, netball, short tennis and dance enhances the curriculum for all pupils. The school provides a good range of out of school clubs in sport.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

80. The school's strong ethos encourages pupils to be reflective and care for others and this is evident throughout the school and in very good relationships. Only one lesson was seen during the inspection. It was well taught and the teacher successfully led a discussion about feelings, for example, anger, fear and joy.
81. The planned programme for PSHE covers the dangers of drugs and provides a sensitive approach to sex and relationships education and meets statutory requirements. The school recognises the importance of the individual and his or her place in the school. Pupils' achievements are celebrated both in class and in assemblies and the good relationships help pupils to develop their self-esteem. The school council is effective and gives pupils a say in running the school. The school has gained the Bronze Healthy School Award which includes recognition of pupils' personal development.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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