

# INSPECTION REPORT

**Manby Lodge Infant School**

Weybridge

LEA area: Surrey

Unique reference number: 125075

Headteacher: Miss C Witham

Lead inspector: Mrs M McNaughton

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> January 2004

Inspection number: 260573

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |   |
|------------------------------|---|
| Type of school:              | Infant                                      |
| School category:             | Community                                   |
| Age range of pupils:         | 4 – 7 years                                 |
| Gender of pupils:            | Mixed                                       |
| Number on roll:              | 176   |
| School address:              | Princes Road<br>Weybridge<br>Surrey         |
| Postcode:                    | KT13 9DA                                    |
| Telephone number:            | 01932 851848                                |
| Fax number:                  | 01932 855035                                |
| Appropriate authority:       | Governing body                              |
| Name of chair of governors:  | Mr Philip Mitchell                          |
| Date of previous inspection: | 6 <sup>th</sup> – 8 <sup>th</sup> July 1999 |

## **CHARACTERISTICS OF THE SCHOOL**

The majority of pupils come from mainly professional working families across a wide catchment area. Children have above average skills on entry to the reception class. All reception children start school in September at the age of four years. They attend part-time until the term in which they are five. Almost all have pre-school nursery experience from voluntary or private providers.

The proportion of pupils entitled to free school meals (1.3 per cent) is very low. Over the past year the number of pupils that have joined or left the school has been above average. The percentage of pupils with English as an additional language is above average. The majority of pupils are of white, British origin with a small number of mixed, Indian, Asian, Black Caribbean, Japanese and European heritage. Two children are at an early stage of learning English and receive additional support.

The proportion of pupils identified as having special educational needs (8.5 per cent), is below the national average. One pupil has a statement of special educational need.

The school received an Achievement Award in 2000. In 2002 the school gained Investors in People. Currently the school is working towards the Healthy Schools award.

At the time of the inspection there were two first year students from St Mary's College.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                  |                | Subject responsibilities   |
|--------------------------------|------------------|----------------|--|
| 1926                           | Mrs M McNaughton | Lead inspector | Foundation Stage<br>Mathematics<br>Music<br>Physical education   |
| 11096                          | Mrs M Davie      | Lay inspector  |  |
| 15175                          | Mrs M Cooper     | Team inspector | English<br>History<br>Geography<br>Religious education<br>Special educational needs<br>English as an additional language |
| 25359                          | Mr P Crispin     | Team inspector | Science<br>Information and communication technology<br>Art and design<br>Design and technology                           |

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Manby Lodge has **serious weaknesses** in the standards achieved by the pupils and the leadership of senior staff. The overall quality of teaching is satisfactory but the leadership does not ensure that pupils are achieving as well as they should. Taking the pupils' above average attainment on entry to school and the unsatisfactory achievement over time into account, value for money is **unsatisfactory**.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science, and information and communication technology (ICT) are not high enough
- Children in reception achieve well
- Speaking and listening skills are very good
- The school has not planned rigorously enough how it is to raise standards
- Assessment is not used well enough to ensure pupils get the right work
- Personal social and health education (PSHE) and citizenship are good. Pupils have good attitudes to learning and their behaviour is very good
- There is a high degree of care and welfare and pupils are involved very well in the work of the school

The school has made insufficient progress in some key areas of weakness identified at the last inspection and, as a result, standards have declined. The monitoring of teaching has not accelerated the pace at which pupils learn or raised teachers' expectations of what pupils can and should do. The subject co-ordinators' role has improved but is not focused sufficiently on raising standards. There is now a consistent approach to recording assessments but this information is not used effectively. As a result, work is not matched well enough to meet pupils' individual needs. The balance of the curriculum is satisfactory, but work that is planned does not always ensure higher attaining pupils are being challenged sufficiently. In reception classes, provision is now good and the number of support staff is satisfactory. Attendance has improved and is now satisfactory.

### 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    | D               |
| writing   | B           | A    | C    | E               |
| mathematics   | A           | B    | C    | 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*

Achievement overall is **unsatisfactory**. Children achieve well in reception and most exceed the goals they are expected to reach. This good start is not maintained and, by the end of year 2, pupils have not achieved as much as they could. Standards compared to similar schools are below average in reading and well below in mathematics and writing. Standards in science are average but should be higher. In religious education pupils achieve as expected. Pupils with special educational needs and those with English as an additional language achieve satisfactorily.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is **good**. There has been good improvement in pupils' understanding of life in a multicultural society.

## QUALITY OF EDUCATION

The school provides an **acceptable** standard of education. The quality of teaching is **satisfactory** overall. Teaching and learning in the reception year are good. Teaching in years 1 and 2 is satisfactory, but there are some weaknesses that slow the rate at which pupils learn. Whilst there are some good lessons with a brisk pace in which teachers use questions well, the level of expectation and challenge is often too low. Assessment information is not used well enough to extend pupils' skills. This has a particular impact on the learning of the higher attaining pupils. Teaching assistants support pupils' learning well.

The curriculum is satisfactory, but literacy, numeracy and ICT skills are not used well enough in other subjects. Through the 'healthy schools' initiative and the school council, pupils have a good awareness of themselves and others. Adults ensure that children feel happy and secure. Parental support makes a positive contribution to pupils' achievements.

## LEADERSHIP AND MANAGEMENT

Leadership of the school is **unsatisfactory** although management is **satisfactory** overall. There are weaknesses in the way declining standards are being tackled. The school runs well on a day to day basis. Governors are knowledgeable and support the headteacher well, but do not comply fully with statutory requirements.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the school. They feel their children like school and are helped to settle very well when they first start. However, the concerns of a minority of parents about the standards their children are achieving and the information they receive are supported by inspectors. Pupils like their school and feel that their teachers treat them fairly. They like being involved in making their school better.

## IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievement in English, mathematics, science and ICT
- Accelerate the pace of school improvement and clearly identify the action to be taken to improve standards
- Improve the use of assessment to match work to pupils' individual needs and set challenging targets

and, to meet statutory requirements:

- Ensure the governors' annual report and the school prospectus contain all relevant information and improve the information to parents in the annual written reports on their children's progress

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **unsatisfactory**. Children in reception achieve well and exceed the goals expected for the start of year 1. However, by the end of year 2 pupils have made insufficient progress and standards are only average. Pupils in year 1 generally achieve better than those in year 2 but higher attaining pupils in both years 1 and 2 do not achieve as much as they should. Children with special educational needs make satisfactory progress overall. Those at the early stage of learning English achieve as well as other pupils and some very well. The inspection found no significant difference in achievement between boy and girls, or children from different minority ethnic groups.

#### Main strengths and weaknesses

- Pupils do not achieve well enough in reading, writing, and mathematics
- The achievement of higher attaining pupils in science and ICT is unsatisfactory
- Children in reception make good progress in all areas of learning
- Speaking and listening skills are very good

#### Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 16.2 (16.7)    | 15.7 (15.8)      |
| writing       | 14.6 (16.0)    | 14.6 (14.4)      |
| mathematics   | 16.3 (17.3)    | 16.3 (16.5)      |

*There were 59 pupils in the year group. Figures in brackets are for the previous year*

1. The average standards achieved in the 2003 national tests are not high enough given children's above average attainment on entry to reception. Over the last three years results have declined year on year compared with schools nationally and with similar schools. 2003 test results compared with similar schools in reading were below average and were in the bottom 40 per cent of all schools. In writing and mathematics results were well below average compared to similar schools and in the bottom quarter of schools across the country. The 2003 teacher assessments for seven year olds show that pupils' attainment in science is above the national average. In comparison to similar schools, attainment is average and this represents a decline from the above average attainment at the end of reception.
2. Factors that have some impact on the 2003 results are the number of pupils who joined the school in year 2, including a significant proportion of boys for whom English was not the first language. However, the decline over the last three years is largely as a result of teachers' not using assessment well enough to build on pupils' skills, not expecting enough of all pupils, particularly the more able, and ineffective leadership. These shortcomings also impact on current standards and achievement.
3. The majority of children exceeded the early learning goals<sup>1</sup> in all areas of learning in the national teacher assessments at the end of reception in 2003. The inspection found most children currently in reception are already working at levels expected for children by the start of year 1.

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<sup>1</sup> Early learning goals are the goals children are expected to reach at the end of reception



Reading and writing skills and their knowledge of numbers are good. The children make good progress in lessons because of their good speaking and listening skills. Extremely confident personal and social skills contribute to their overall achievement.

4. The good achievement is not sustained and progress slows by the end of year 2. Consequently, not enough pupils reach the higher levels of which they are capable. In science and ICT teachers' expectations of more able pupils in particular are too low. The work planned for these pupils is undemanding and too few average attaining pupils are expected to reach the higher levels. As a result, progress slows.
5. By the end of year 2 standards in reading, writing, mathematics, science, and religious education are average. Unsatisfactory provision limits pupils' experiences in ICT and a secure judgement on the skills of all pupils cannot be made. A very small sample of pupils was seen using computers, where standards were satisfactory. Standards are good in art. Due to timetable arrangements during the inspection week there was insufficient evidence to make a secure judgement in design and technology (DT), history, geography and music. In physical education (PE) only games were seen where standards are satisfactory
6. Pupils in years 1 and 2 have good vocabulary and talk confidently. However, they do not use the key skills of reading and writing, number and ICT sufficiently well across the curriculum. This lowers the standards they achieve. Some good teaching in year 1 is contributing to the current pupils' better achievement in English and mathematics.

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

Pupils' attitudes to school are **good** and contribute positively to their achievements. Their spiritual, moral, social and cultural development is **good** and behaviour is **very good**. Attendance is **satisfactory**.

### **Main strengths and weaknesses**

- Behaviour is very good in lessons and around the school
- Pupils make good gains in their personal development but are not given enough opportunities to exercise initiative and take responsibility
- Pupils have good attitudes to learning and listen to their teachers carefully
- Attendance has improved since the last inspection

### **Commentary**

7. Pupils behave very well. They move around the school sensibly, sit quietly in assembly and play together well during breaks. This is as a result of the strong emphasis the school puts on their moral and social development. The principles of right and wrong are clearly taught and there are high expectations of good behaviour. Pupils are enthusiastic about the opportunities they have to be actively involved and have a say in the work of the school, for example, through the school council<sup>2</sup> and playground buddy<sup>3</sup> initiative. There are, however, not enough of these good opportunities for personal development in pupils' daily routines and as a result they can be somewhat passive. This is shown in the way lessons and assemblies sometimes lack the sparkle that comes as a result of spontaneous pupil participation. Both parents and pupils report that there are isolated incidents of bullying, but that they are confident about the way the school deals with them. There have been no recent exclusions.

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<sup>2</sup> The school council comprises two representatives from each class in years 1 and 2 who make pupils' views known to the headteacher and governors

<sup>3</sup> Playground buddies are pupils from year 2 who give support to children in difficulties

8. Pupils are enthusiastic about learning. They listen to their teachers carefully and even the youngest children sustain concentration for a good length of time. Children in the reception classes go about their routines confidently and show no concern about mixing with the older pupils on the playground.
9. Since the time of the last inspection there has been good improvement in the opportunities given to pupils to gain an understanding of life in a multicultural society. For example, pupils find out about different cultures in geography lessons, where they have learned about Australia and looked carefully at Aboriginal art. They share their own experiences of travelling around the world when they take the school's 'travelling bear' on trips and report back to the other children when they return.
10. Pupils' spiritual development is good and supported well through religious education and in assemblies. For example, they are taught the value of hard work and good effort in the gold book assemblies where they are rewarded for positive achievement. In RE lessons in years 1 and 2 pupils' curiosity about beliefs and their respect for religious symbols were encouraged well when looking at a Muslim prayer mat and learning about the Torah.

## Attendance

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 5.5 | School data          | 0.1 |
| 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.*

11. Attendance is now broadly in line with national averages and this represents good improvement since the time of the last inspection when it was judged unsatisfactory. As this was mostly attributed to the large number of holidays taken during term time, the governors decided to reduce the number of days for which a holiday would be authorised to five and parents have been supportive of this change.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an **acceptable** quality of education. The curriculum is broad and provision for PSHE and citizenship is good. The care pupils receive is good. Effective links and good support from parents make a significant contribution.

### Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is **unsatisfactory**.

### Main strengths and weaknesses

- Teachers do not expect enough of pupils in years 1 and 2
- Teaching is good in reception and so children learn well
- Assessment is not used well enough to build on pupils' skills
- The introduction to whole class lessons is good and teaching assistants contribute effectively to pupils' learning
- Teachers manage pupils well and good relationships help pupils feel confident and secure

## Commentary

### Summary of teaching observed during the inspection in 25 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 0         | 12   | 13           | 0              | 0    | 0         |

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

12. Teaching in lessons is satisfactory overall. It is mostly good in reception and generally better in year 1 than in year 2. The teaching of literacy, numeracy and science is stronger in year 1 than year 2 but there is still scope for improvement.
13. The work planned for pupils in years 1 and 2 is not always demanding enough given their above average achievement at the end of reception. For instance, the tasks set for independent activities are sometimes too easy, particularly for the more able children. Consequently pupils' effort is not as great as that seen in the whole class session. This is usually because teachers do not make their expectations of what should be achieved clear enough.
14. Reception teachers plan effectively and have a secure understanding of children's needs. Consequently the skills children bring from home are developed appropriately enabling them to achieve well. There are strengths in the teaching of literacy and numeracy. Recent support from the local education authority consultants has contributed to teachers' subject knowledge and this has had a significant impact on children's good achievement.
15. Assessment is thorough in reception. As a result work is well matched to children's knowledge and understanding. In years 1 and 2 teachers work hard and spend considerable time recording assessments but the time spent is not effective. The volume of assessment data, much undated, is in an unwieldy form. There is no clear link between data collected and subsequent work planned for individuals or groups. As a result work is not sufficiently well matched to pupils' needs. Individual targets in literacy, numeracy and science, recently introduced for all pupils, have no specified date for when they are to be achieved. This is a shortcoming that is also found in the individual education plans for pupils with special educational needs. Consequently the pace of learning is slowed. On-going informal assessment by teaching assistants satisfactorily supports pupils at the early stages of learning English.
16. Expectations of the progress each pupil should make from year 1 to year 2 are too low. A predicted level of progress is often only one stage over the year, rather than the two stages that should be expected. This is a factor in the low number of pupils achieving the higher levels in national tests and the underachievement, particularly of the higher attaining pupils. Some pupils receive extra literacy support in year 1. Additional booster support for literacy is also given in year 2 but this is too late. There is no systematic intervention or short term action, based on teacher assessment information, to address specific weaknesses for different groups throughout the year in either year 1 or year 2.
17. In year 1 and 2 effective whole class teaching consolidates and introduces new learning well. Good teaching has a brisk pace and asks effective questions that stimulate pupils' thinking. As a result, pupils contribute well to discussions, for example, they engage in a short conversation in pairs to explain how they added numbers together, or discuss ways to strengthen the straws to build the three little pigs' house. Pupils are well managed in lessons because of the good relationship with adults and between one another. Good encouragement from teaching assistants supports pupils well.

## The curriculum

The school provides a **satisfactory** curriculum that meets statutory requirements. Arrangements for enrichment through clubs, visits and visitors are **satisfactory**. Accommodation and resources are **satisfactory**.

### Main strengths and weaknesses

- Curriculum provision in the reception year is good
- Provision for ICT, and its use across the curriculum, is weak
- Literacy and numeracy skills are not used sufficiently in other subjects

### Commentary

18. A broad curriculum is supported by appropriate programmes of work. Provision for reception children is good, covering all the areas of learning. The outdoor provision is well planned and children have continuous access to a wide range of activities. In years 1 and 2, pupils have limited opportunities to develop their ICT skills. Although they have a weekly lesson, access to computers is limited, and only occasional use is made of this resource in other subjects. Literacy and numeracy skills are limited by the use of worksheets and insufficient opportunity for pupils to record work in their own way.
19. A range of out of hours activities such as tennis, football coaching, violin and recorder lessons is available through external providers. Sports activities, including opportunities for the youngest pupils to participate, are well attended, but music tuition attracts few pupils, due to cost.
20. The accommodation for the reception year is good, which is an improvement since the previous inspection. There is now appropriate space for outdoor learning, and all areas of learning are well resourced. In the original building, adaptations to the accommodation for the oldest pupils have improved the flexibility of the rooms, but they remain cramped. There are plans for an ICT suite to be created in the existing library area when the new library accommodation is created later this year. This should partly address the unsatisfactory provision in ICT and create more space for teaching groups in the library.

## Care, guidance and support

Care for pupils is **good** and ensures they feel happy and secure in school. Arrangements to ensure that they make as much progress as they should are **unsatisfactory**. However, pupils' participation in the work of the school is **good**.

### Main strengths and weaknesses

- Assessment information is not used well enough to ensure that each pupil gets the right work
- Procedures for health and safety and child protection are effective but the playground surface is uneven and leads to minor accidents
- Pupils' opinions are taken seriously

### Commentary

21. Teachers know pupils well and give them the confidence to talk to them about any problems or concerns they have. However, information gained from assessing pupils' attainment is not used well enough to make sure that the work they are given helps to address gaps in their knowledge or moves them on to their next steps in learning. As a result, pupils are not always doing as well as they should.

22. Effective arrangements are in place to ensure that pupils work in a safe environment, and they are well supervised at work and play. For example, all mealtime supervisors have been trained to administer basic first aid and there is a good awareness in the school of pupils' medical needs. The playground is very small for the number of pupils in the school and its surface uneven; this causes puddles to form, and leads to pupils sometimes slipping in the wet when they are playing games at break times. The school has already brought this to the attention of the local authority which is making arrangements for remedial work. The lack of toilets in the portable year 1 class means that children have to be sent out two at a time to ensure their safety and this can be disruptive to their learning.
23. Arrangements for seeking pupils' views are very good. The school council provides very good opportunities for the ideas of all pupils to be considered. For example, the council helped to design the new accommodation for the reception year and took responsibility for auditing and replacing old playground toys.

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

Links with parents are **positive** and make a satisfactory contribution to pupils' achievements. Links with the community are **good** and with other schools they are **satisfactory**.

### **Main strengths and weaknesses**

- Information about school life is of good quality but the prospectus and governors' annual report are missing some required details
- Annual written reports about pupils' progress are unsatisfactory
- Parents support the school well but there are no formal systems for seeking and acting on parents' views
- Good links with the community enhance learning opportunities

### **Commentary**

24. Parents are provided with good quality information about the school. Both the prospectus and governors' annual report are well presented and provide new and current parents with a lot of information about school life. Both are, however, missing minor details. The prospectus does not tell parents they have the right to withdraw their child from religious education, and the governors' report is missing the address of the chair and clerk. Whilst the school makes every effort to ensure that all parents receive information, a small number of them report that communication is not as good as it could be. Working parents particularly feel it is sometimes hard for them to keep abreast of news and make their opinions known. The school has no formal arrangements to seek and act upon parents' views and this is a weakness.
25. Annual written reports do not give parents information about whether their child has made enough progress over the school year, nor do they share targets for improvement or development and are therefore unsatisfactory.
26. Parents give the school good support, by helping in lessons and through the Friends Association, which raises significant amounts of money. They have made substantial contributions to the Link It<sup>4</sup> project, which is improving school accommodation. The beneficial effect of the new accommodation for the youngest children is already reported to have made the settling in process much quicker than was previously the case.
27. Good links have been established with the local community, which support pupils' personal development well. For example, visitors and participation in community events enhance provision in art. Links with a large local company have resulted in support for the school's buddy

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<sup>4</sup> Link-it is a planned building programme to provide library and ICT facilities

system by providing pupils with hats to wear on the playground to help other children easily identify them.

## LEADERSHIP AND MANAGEMENT

Overall leadership of the school is **unsatisfactory** although management and governance are **satisfactory** overall. Statutory requirements are not fully met because of minor omissions in the governors' annual report to parents, the prospectus and annual written reports on children's progress.

### Main strengths and weaknesses

- The pace of improvement is too slow
- The governors contribute well to shaping the vision and direction of the school
- The school improvement plan is unsatisfactory and there are weaknesses in the leadership and management of subjects
- The headteacher is supported well by the deputy headteacher

### Commentary

28. The school monitors pupils' performance to identify what needs to be improved and teachers, support staff and governors work together to identify priorities for development. Development planning seeks to improve provision but is not linked directly to raising specific standards such as, for example, in the reading fluency of higher attaining pupils. This is because analysis of pupils' performance in national tests and of the school's own assessment information is not used effectively. Differing achievement between aspects of subjects, between groups of pupils, or unsatisfactory progress over time is not identified. Additionally, the headteacher and co-ordinators do not monitor standards and progress closely enough and do not have high enough expectations of pupils' achievement over time.
29. The school improvement plan takes account of development over a period of up to three years. Although all staff feed into the plan, it is too rigid to respond to change and too fragmented to bring about improvements in standards. It does not set targets for higher standards and includes no planning for improvements in English, mathematics or science. Co-ordinators prepare their own separate action plans for their subjects which are funded from a separate budget. These plans have no curriculum targets nor do they have explicit strategies for how weaknesses are to be tackled. Time-scales for when improvement is to be made are not specific so governors have little evidence to check that progress is sufficient. Consequently actions taken by individual co-ordinators do not make a positive enough impact on standards.
30. The governors are actively involved. They use their expertise well to carry out their responsibilities and make a positive impact on the work of the school. They have a clear view of the school's main strengths and weaknesses. As a result, they support and challenge the headteacher, for example, they have questioned recent test results and ensured a more rigorous approach to performance management. The deputy headteacher carries out her responsibilities well. For instance, she led staff training and as a result improved the quality of teachers' questions to pupils in whole class introductions. She makes a good contribution to the analysis of assessment data, and identified the need for regular and rigorous comparison of standards of work across the school to ensure progress and consistency. However, the effect of this work is yet to impact on standards.
31. The staff works well together as a team and there has been relevant improvement in areas identified at the last inspection. This is seen, for example, in the improved provision in the early years and the way ICT has been targeted and budgeted for through the school improvement plan. However, the improved provision in ICT has not yet impacted on standards.

## Financial information

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

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 429,162 | Balance from previous year          | 35,469 |
| Total expenditure          | 373,517 | Balance carried forward to the next | 55,658 |
| Expenditure per pupil      | 2122    |                                     |        |

32. The planned carry forward is for external repairs to the roof, building work to the library, ICT provision and teachers' professional development.

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

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

The majority of children exceed the goals expected for the end of the reception year in all areas. The overall good teaching, effectively planned activities and good resources promote good learning. Consequently children achieve well. Assessment procedures are good. Teaching assistants note children's responses and this contributes to planning for the next steps in learning. There is no designated co-ordinator for the Foundation Stage but good teamwork provides satisfactory leadership and management.

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

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

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

- Children are very well behaved and play well together
- Relationships are very good and enable children to feel safe and secure

#### **Commentary**

33. Teachers and adults expect children to work together sensibly and to show respect for each other. A sense of camaraderie permeates the classes. The 'kindness tree' celebrates individual children's acts of care, sharing and politeness. Children with special educational needs are well integrated and supported appropriately. Shy children are helped in small group activities by an adult to develop their skills in talking and playing together. Children at the early stages of learning English quickly learn the routines and participate happily.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children have positive attitudes to reading and writing
- The range of books for children to read is limited

#### **Commentary**

34. Teachers' enthusiasm and expertise engage children's interest well in whole class introductions to reading. A brisk, but fun, approach to recognising letters, sounds and simple words ensures children make good gains in their learning. Children read confidently from the class story book and show good knowledge about the author, title and illustrator. The reading scheme books offer limited interest, particularly for the able and talented readers. The range of story and information books in the class library is limited. Writing skills are well taught and 'writers' workshop' positively improves children's independence in writing. Children use correct initial letters for words in their sentences and read what they have written. More able children correctly spell simple words and are beginning to write well in a joined script.

### **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good** overall.



## **Main strengths and weaknesses**

- Number skills are good
- There are insufficient opportunities for children to record what they learn in their own ways.

## **Commentary**

35. Lively teaching and good teaching assistant support settle children quickly to learning. Almost all children can recognise and order numbers to ten making good gains in learning simple addition sums. They have opportunities to learn about numbers in practical situations. For example, in role play at the greengrocers, they understand which costs more or less when buying two or three items. However, a significant amount of recording uses worksheets. This does not allow children to represent their own ideas and show their levels of understanding.

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

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

## **Main strengths and weaknesses**

- Children develop a good base of skills in science, history, geography and technology
- There is a well planned range of activities

## **Commentary**

36. Wooded areas and interesting hard space provide good opportunities for children to investigate and experience the natural environment. Children are well supported by the adults and gain a good understanding of past and present. For example, when comparing an iron from the Victorian period with a steam iron, children talk knowledgeably about the differences. Good scientific vocabulary such as switch, power and socket is used to describe how electricity is used. When designing and making, children selected and used a range of materials well to make masks and design glasses. Role play extends their knowledge of caring for themselves and others. The use of ICT is developing well. Children confidently use a tape recorder, manipulate images on the computer and print their work with help.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- Children use tools and equipment well
- Indoor and outdoor experiences develop good co-ordination skills

## **Commentary**

37. The majority of children have good manipulative skills when playing with small construction equipment, threading beads and sewing around shapes. Pencil control for a few is immature but there are appropriate activities for them to practise mark making through painting and in role-play. There is a good range of wheeled toys and a stimulating adventure trail for climbing and balancing. During the inspection, bad weather prevented free access to outside resources, but limited use indicated that children have good control and agility.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Children are imaginative in role-play and drama but drawing skills are underdeveloped
- Adults' expectation is sometimes too low

### Commentary

38. Adults interact well with children in planned and incidental role play opportunities. In drama children developed character movement and moods well but were not encouraged to refine the quality of the movement. Children mix colours for painting but their drawings are immature and show little development of skills. Children's skills are not always extended or improved when drawing, for example, from observation. Children sing enthusiastically to songs and rhymes.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils do not achieve as well as they should in reading and writing because teachers do not have high enough expectations
- Standards in speaking and listening are good
- Handwriting is taught well
- The co-ordinator role is underdeveloped

### Commentary

39. Although pupils attain average standards in reading and writing, they do not achieve as well as they should by the age of seven. For example, a large minority of pupils do not attain the expected standard for their age in writing, and higher attainers do not read with sufficient fluency and accuracy. Pupils use their knowledge of letters and sounds to read unfamiliar words, but reading is often hesitant. They read simple texts with expression and understanding. When writing, pupils make largely accurate use of capital letters and full stops and spell simple and familiar words correctly. They communicate their ideas clearly in a sequence of sentences when retelling stories or writing letters. However, many pupils do not write sufficiently at length because teachers do not set clear expectations. Some tasks are too prescriptive and this limits the writing produced by more able pupils. Pupils currently in year 1 are achieving better than those in year 2. This is largely because teachers' effectively demonstrate how to write, and appropriate support enables pupils to make a confident start. Handwriting is taught well and, as a result, pupils make good progress in achieving a joined style of handwriting.

40. Speaking and listening skills are taught effectively. Year 2 pupils convey their ideas clearly and confidently when speaking, have a well-developed vocabulary and listen carefully and effectively to others. Pupils in year 1 have good opportunities to rehearse their speaking and listening skills. This develops pupil's confidence and extends their fluent use of precise vocabulary.

41. Observation of lessons and scrutiny of work in pupils' books shows that teaching and learning are satisfactory. Strengths include good whole class introductions to literacy lessons, so that

pupils are prepared well for their individual and group work. However, in many cases the tasks are not purposeful and do not engage pupils' interest. Assessment information is not used effectively to ensure tasks are closely matched to the needs of all pupils. Additionally, teachers' expectations of what pupils should achieve, particularly over a year, are frequently too low. As a result, pupils do not build on their existing knowledge and skills at a fast enough rate over time.

42. There has been a decline in standards since the last inspection. Although the co-ordinator is seeking to identify and address the shortcomings, her role needs further development to focus more closely on standards and progress throughout the school.

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

43. There has been recent improvement in using learning in other subjects to promote progress in language and literacy skills, particularly in writing. Good examples were seen in science and in RE. However, work in year 2 topic books shows an over-reliance on worksheets that provide insufficient opportunities for pupils to practise and develop their literacy skills.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory** overall.

### **Main strengths and weaknesses**

- Pupils do not achieve as well as they could by the end of year 2
- Number skills are good, but not used well enough when pupils work independently or in other subjects
- Teachers' expectation of what pupils can achieve is not high enough
- The co-ordinator has insufficient impact on the quality of teaching and learning

### **Commentary**

44. The average standards achieved by the majority of pupils are not high enough. In year 2 the majority of pupils have a generally good understanding of adding and subtracting two digit numbers. A very small proportion of higher attaining pupils use numbers greater than a hundred. In whole class sessions pupils are attentive and work well individually and in pairs. They use strategies such as number facts to 10, doubling and halving. They do not always apply these skills when working independently or when explaining how they came to the answer. Much work on shape and measures is worksheet based, consequently, there are insufficient opportunities for pupils to use their own methods of recording.
45. Pupils in year 1 are working at or above expected levels. Teaching is better than in year 2. In a year 1 lesson, good evaluation of pupils' difficulties from the previous lesson resulted in revised planning, effective resources and brisk well taught strategies. This consolidated learning for the more able and took learning forward for other pupils. In this lesson most pupils improved their understanding of place value. The achievement of these pupils is as good as a significant proportion of pupils in year 2. This is because teachers' expectations are higher and skills are practiced at a level that requires pupils to think and work hard.
46. Pupils know their targets and many pupils in year 2 are already achieving them. However the subsequent steps are not clearly identified so pupils do not know what they should achieve next. Teachers' expectations vary and this leads to inconsistencies between classes. For example, in one class the same target is given inappropriately to pupils of different abilities. This lack of rigour, pace and expectation is a significant weakness that over time results in unsatisfactory achievement.

47. The co-ordinator provides a good role model in terms of her teaching. However, she has had insufficient impact on the quality of teaching and learning. Weaknesses in pupils' learning are identified but the monitoring programme in the action plan is not addressing the key areas for improvement. This is a contributory factor in the lower standards since the last inspection.

### **Mathematics across the curriculum**

48. Pupils sometimes use mathematics as part of their work in other subjects. For example, pupils estimate and measure in design and technology and when cooking. However there is little evidence to show there is a consistent approach to extending the opportunities for pupils to use their skills in this way.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- The emphasis on practical work helps children learn through direct experience
- Average and less able pupils make good progress, but not enough is expected of able pupils

### **Commentary**

49. Only two lessons were observed during inspection. In both, the teaching was good. Teachers demonstrated good subject knowledge when explaining gravity, and asked pertinent questions of the pupils.
50. Children enjoy lessons because teachers make them interesting. Through well-planned practical activities, children learn how to observe closely and record what they find out. They are more productive during practical work than when recording results; not all written work is completed. Written work shows that while younger pupils of all abilities make appropriate progress, in year 2 the higher attaining pupils achieve no more than others do. These pupils are not being set targets to challenge them to attain their best. The use of literacy and numeracy in the subject is under-developed.
51. Clear guidelines help teachers to ensure that work is more demanding as children move through the school. Each unit of work is well resourced. Analysis of pupils' assessments identified a weakness in one aspect of science last year. This led to revisions in the curriculum. Some lesson observations have taken place and samples of pupils' books have been scrutinised, although there has been no systematic follow-up to check that recommended actions have been taken. Activities in the subject action plan are about provision. For instance, the development of a wildlife garden. However, the action plan is not sufficiently focused on assessing pupils' work and lacks challenging targets particularly for the more able pupils. Consequently pupils do not achieve as much as they could.
52. The school makes appropriate use of visits and visitors to support science, such as visits to museums and the field centre. Each year a small group of the more able pupils attend a special workshop. Last year a science week was held which raised the profile of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils are very enthusiastic about ICT but have too few opportunities to develop their skills
- The use of ICT across the curriculum is under-developed

## Commentary

53. No lessons were observed during the inspection, and few opportunities were provided in lessons in other subjects for children to use computers to support their learning. Therefore, judgements are based on discussions with pupils, who also demonstrated what they could do on computer, and a small sample of work.
54. Pupils have very good attitudes to ICT, showing eagerness and enthusiasm. They use ICT mainly for word processing, entering text and images, though not using sound. They provide instructions for a programmable toy. Older pupils open and close programs and manipulate text. However, they have insufficient opportunities to save work to disk or retrieve it, as the school has abandoned this method of saving pupils' ICT work. The set task for the week in a year 2 class (creating wavy/straight lines) was identical for all pupils and was therefore undemanding for the more able pupils. Limited use is made of the Internet, although older pupils have used e-mail to communicate with another class.
55. As each class has only two computers, it is not possible for the whole class to be taught together. Pupils rely on individual time at the computer to practise skills. Although pupils record when they have 'had a go', there is no systematic way of knowing how well they have done, or what they need to do to improve. The action plan is a series of activities related to provision. The lack of focus on skills acquisition and standards is a weakness.

## Information and communication technology across the curriculum

56. Opportunities to use ICT to support learning in other subjects are limited. Some instances were observed during inspection, for example, two pupils using a number program and a pupil using the 'Colour Magic' program to create a symmetrical design for a Muslim prayer mat. Older pupils had recently used another art program to create pictures in the style of Mondrian. Overall however, the use of ICT across the curriculum is unsatisfactory.

## HUMANITIES

### Geography and History

57. No lessons were seen in geography and only one lesson was seen in history. It is not, therefore, possible to make a firm judgement about provision or standards in these subjects. Work in religious education was inspected.
58. In **geography** the work sample was too limited to form a judgement overall. Planning shows that the subject is regularly taught.
59. In the **history** lesson teaching and learning were satisfactory. Year 1 pupils showed developing sense of chronology when they identified differences between homes now and in the past. Scrutiny of work in topic books shows that year 2 pupils have some knowledge about changes in modes of transport over time. Many of the tasks lack challenge and limit the progress pupils can make. Pupils have spent too much time colouring in prepared worksheets rather than identifying and recording the differences over time independently.

### Religious Education

Provision is **satisfactory**.

### Main strengths and weaknesses

- Pupils have a secure understanding of the distinctive features of religious traditions is taught well

### **Commentary**

60. Pupils achieve satisfactorily in this subject and attain the standards expected by the end of year 2. This is because of satisfactory teaching and learning, and planning that takes good account of the requirements of the local agreed syllabus. Year 2 pupils know about Jewish and Muslim beliefs and traditions as well as those of Christianity, including festivals and bible stories. They learn to give sensitive consideration to the experiences and feelings of others, including those of other faiths. This was very apparent when year 1 pupils learnt about the respect given to the Torah in Judaism and when year 2 pupils treated a Muslim prayer mat with the utmost care.
61. This subject is managed satisfactorily by the co-ordinator and satisfactory standards have been maintained since the last inspection.

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

### **Art and design**

Provision in art and design is **good**.

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

- Pupils have good opportunities to explore and develop their ideas
- Sufficient time is allowed for refining skills and techniques, leading to good achievement
- Pupils experience the work of a range of well-known artists

### **Commentary**

62. Art and design enjoys a high profile. Carefully planned and sequenced lessons give children a chance to learn a range of techniques. These provide sufficient time for them to develop their skills. As a result, children achieve well, maintaining the good standards reported at the last inspection. For example, Year 1 children create colourful paintings of concentric circles in the style of the artist Kandinsky. Pupils studied the work of Guiseppe Aramboldo to create human faces from natural objects. They made effective use of leaves, sticks and stones when creating their own faces in the school grounds. In a year 2 class, pupils used a range of materials to recreate the style of Mondrian. The use of a computer program provided another vehicle for this work. Pupils also have regular opportunities to work in three dimensions, using a range of materials including clay.
63. During the one lesson observed, pupils were encouraged to evaluate their own and others' work when smudging chalk to show the movement of a flamenco dancer. The work linked naturally with their geographic study of Spain; later they were to interpret flamenco themselves in their PE lesson. Teaching in this lesson was good. The teacher had successfully created an atmosphere in which art is taken seriously and skills are practised and improved. Pupils talked enthusiastically about their work and explained the technique they were developing. By careful questioning, such as 'Which was moving most?' and 'On which side of the skirt was the movement shown?' the children showed an ability to evaluate critically.

## **Design and technology (DT)**

64. No DT lessons were observed during inspection, but from a limited sample of pupils' work standards would appear to be satisfactory overall. Examples of work using paper and card, food technology, and mouldable materials were seen, but there was less emphasis on textiles/fabrics or powered movements and mechanisms. However, planning indicates pupils have appropriate opportunities to experience these aspects.
65. Children have regular opportunities to design, make and evaluate models. This is often undertaken as a collaborative activity. Whilst benefiting from the opportunity to work as part of a team, it does make it more difficult to evaluate each child's progress. Children confidently use a set procedure to plan their models and decide on the materials they need. From this they construct a variety of models, and evaluate their success. For example, year 1 pupils had created their ideal playground, complete with working swings, slides etc.
66. Visits enable children to carry out activities in realistic settings. For example, older children visit a local restaurant and learn how to make pizzas. Whilst doing so they also learn the importance of careful hygiene whilst preparing food, and how to lay a table correctly.

## **Physical Education**

67. There is insufficient evidence to make a judgement on provision overall. No work was seen in dance or gymnastics and only one lesson was seen in games. Tennis after school and lunch time football clubs were observed.
68. In a year 2 games lesson standards were broadly average. Good teaching of skills, using a well structured lesson plan, enabled pupils to achieve well. Pupils' good behaviour and co-operation enabled them to roll, throw and kick a ball with reasonable accuracy and control. In pairs they successfully designed their own simple game with rules sustaining good concentration throughout. A minority of pupils from reception, years 1 and 2 have coaching in tennis and football. Pupils successfully develop forehand and backhand strokes and improve their footwork and style in tennis. Dribbling skills are developed in football. A lunch time netball activity, organised by a meal time assistant, taught pupils to pass, defend and shoot at goal. This promoted enthusiasm and good team work. These activities contribute well to pupils' personal development. There is a satisfactory programme of work and the co-ordinator is a good role model in her teaching.

## **Music**

69. Only one lesson was seen in year 1 and a discussion was held with year 2 pupils. It is not possible to make a judgement about provision or standards. Teaching and learning were satisfactory overall in the one lesson seen. Pupils kept a steady beat and followed a simple pictorial score. They chose appropriate instruments to represent different materials for the three little pigs' houses.
70. Discussion with year 2 pupils shows they know the names of composers such as Mozart and some orchestral instruments. They express preferences for a range of music from classical to rap. Pupils listen to music from different cultures in assembly but opportunities are missed to develop their knowledge about different musical styles. There was no singing during assembly, because of the lack of a pianist. Opportunities to use taped accompaniments were missed and consequently detracted from the act of celebration and worship. Satisfactory links are made across subjects, for instance, in dance pupils are listening to Spanish flamenco music and representing dance steps in movement. A small proportion of individual pupils learn to play the recorder and violin. Subject expertise is not as strong as at the last inspection because the co-

ordinator has since left. For special occasions, pupils benefit from outside expertise and they participate in local music festivals.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

Provision in personal social and health education (PSHE) and citizenship is **good**.

### **Main strengths and weaknesses**

- The school promotes citizenship well
- An enthusiastic co-ordinator leads the healthy school initiative well

### **Commentary**

71. The school council and playground buddy initiative help pupils to understand how communities work together, to get along with their peers and to care for each other. The well planned programme systematically develops good awareness of others. For example, in a year 2 lesson pupils discussed 'what makes a good citizen?' They confidently used their knowledge of the New Year's honours list and gave good reasons why adults and children in school deserved to be recognised. In another lesson year1 pupils were helped to recognise how their behaviour affects others. The school council plays an active role in the life of the school, particularly in supporting the healthy schools initiative. For instance, a survey of what pupils brought in their lunch box led to more pupils bringing fresh fruit instead of crisps. The co-ordinator effectively supports the regular school council meetings. Staff training ensures appropriate attention is given to drugs education. New initiatives are effectively encouraged, such as developing a 'walking bus' to reduce the congestion caused by cars.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>5</b>     |
| How inclusive the school is  | 4            |
| How the school's effectiveness has changed since its last inspection | 5            |
| Value for money provided by the school                               | 5            |
| <b>Overall standards achieved</b>                                    | <b>4</b>     |
| Pupils' achievement  | 5            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>3</b>     |
| Attendance   | 4            |
| Attitudes  | 3            |
| Behaviour, including the extent of exclusions                        | 2            |
| Pupils' spiritual, moral, social and cultural development            | 3            |
| <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                              | 5            |
| How well the school seeks and acts on pupils' views                  | 2            |
| The effectiveness of the school's links with parents                 | 4            |
| The quality of the school's links with the community                 | 3            |
| The school's links with other schools and colleges                   | 4            |
| <b>The leadership and management of the school</b>                   | <b>5</b>     |
| The governance of the school   | 4            |
| The leadership of the headteacher                                    | 5            |
| The leadership of other key staff                                    | 5            |
| 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).*

