

# INSPECTION REPORT

## **PRESTWOOD INFANT SCHOOL**

Great Missenden

LEA area: Buckinghamshire

Unique reference number: 110247

Headteacher: Mrs Helen Farndon

Lead inspector: Mrs Joy Richardson

Dates of inspection: 26 - 28 April 2004

Inspection number: 264200

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

© Crown copyright 2004

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
Number on roll:	226
School address:	Moat Lane Prestwood Great Missenden Buckinghamshire
Postcode:	HP16 9DF
Telephone number:	01494 862263
Fax number:	01494 890865
Appropriate authority:	The governing body
Name of chair of governors:	Anne Graham
Date of previous inspection:	28/09/1998

## CHARACTERISTICS OF THE SCHOOL

The school has 226 pupils, from Nursery (known as Early Years) to Year 2, including 51 who attend part-time. Children attend the Early Years class in the mornings for two terms, from the term after their fourth birthday. They then transfer to Reception, where a new class is formed each term, and attend part-time for their first term. Children in the youngest class in Reception do not attend full-time until they start in Year 1. The school serves the large village of Prestwood. Most children start in the Early Years class, but a few join the school in Reception after pre-school experience in another setting. Children's attainment on entry varies widely, but their skills are generally well advanced for their age. Almost all the pupils go on to Prestwood Junior School. The area is generally affluent, but there are some pockets of deprivation. Around 80% of the pupils are white British; around 20% are of other European or mixed backgrounds. Three pupils are at an early stage of learning English. The school has 22 pupils on its register of special educational needs, including three who have statements. The school currently has one temporary supply teacher. Some pupils join the school after the start of Reception but the level of mobility is below average. The school gained a School Achievement Award in 2002 for improvement in results in the National Curriculum tests.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6676	Joy Richardson	Lead inspector	English Geography History English as an additional language
8986	Philip Andrew	Lay inspector	
23009	Anne Hogbin	Team inspector	Science Art and design Design and technology Foundation stage Special educational needs
33134	Catherine Williams	Team inspector	Mathematics Information and communication technology Music Physical education Religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>15</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>24</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very good school. Pupils are taught well and they achieve high standards. The school works with great care to help each pupil do as well as possible. It is very well led and there is a strong sense of community. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Pupils reach very good standards in English, mathematics and science.
- The school's leadership is thoughtful and thorough in pursuing improvement.
- Good teaching makes learning interesting and sets pupils' sights high.
- The school's expectations of pupils' learning in each year have yet to be fully clarified.
- The school works very effectively with pupils who have special needs.
- The partnership with parents and the sense of community are very strong.
- Pupils have very positive attitudes that are nurtured by the whole staff team.
- Information and communication technology (ICT) is not used sufficiently to assist teaching and learning across the curriculum.

The school was last inspected in 1998. Since then, the school's improvement has been good. It has built on its strengths and continued to improve standards. It has developed its planning of the curriculum and the tracking of pupils' progress. Action has been taken to address all the key issues and minor points raised in the previous report. The school has significantly extended its procedures for self-evaluation and is active in working out how to do even better.

### STANDARDS ACHIEVED

#### Achievement is good throughout the school.

Children achieve well in the Early Years class and in Reception. By the end of Reception, most reach the early learning goals for young children in each of the required areas of learning and many exceed this level. Attainment is lower among those who have only attended part-time for one term in Reception, but many of these younger children are well on the way towards achieving the standards expected at the end of Reception.

Achievement is good in Years 1 and 2, and standards by the end of Year 2 are well above average in English, mathematics and science. Almost all pupils reach at least the level expected for their age and many exceed this. In recent years, the improvement in the school's results in National Curriculum tests in reading, writing and mathematics has been above the national trend.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	A	B
writing	A*	A	A	A
mathematics	B	A	A	A

*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*

In other subjects, standards are generally above average.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They have very positive attitudes to school and to their work, and become independent and

responsible. They behave very well in and out of lessons. Attendance is well above the national average.

## **QUALITY OF EDUCATION**

**The quality of education is good.**

**Teaching is good.** Children are given a very good start in the Early Years class. Throughout the school, teaching is interesting and purposeful and pupils of all abilities learn well. Pupils' progress is carefully assessed and support staff give well-targeted support.

The curriculum is broad and well-planned, though further adjustments are needed to ensure that expectations at each stage are clear and that work is tailored to make them achievable. The school has developed its provision for ICT but is not yet using it to the full in support of learning across the curriculum. The school provides very high standard of care for pupils, attending closely to individual needs and working to resolve behavioural problems. Adults work together well, providing good role models for pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The headteacher creates a very positive atmosphere within the school. She inspires and guides the staff and is well supported in this by the senior management team. Teamwork is very strong. The school is very well managed and the quality of communication is very good. Effective systems are in place for monitoring the school's performance, identifying what could be better and working to make it so. The governing body supports the school well.

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

Parents and pupils, along with staff, governors and members of the local community, hold the school in great affection. Almost all parents who expressed a view have a high regard for the quality of education their children are receiving. They appreciate the school's 'open door' policy and, with very few exceptions, find that problems are quickly resolved. The Friends Association reinforces the school's sense of community. Pupils are proud of the school and enjoy what it offers. They know that their contribution matters and that their views are listened to and taken into account.

## **IMPROVEMENTS NEEDED**

The school should build on what it is already doing in order to:

- Ensure that the planning of work, in each year and each subject, builds on pupils' progress to date, and makes high expectations achievable.
- Develop the use of ICT further to support and extend learning across the curriculum.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good in the Early Years class and Reception, and good in Years 1 and 2. Standards are above average at the end of Reception in all the areas of learning. At the end of Year 2, standards are well above average in English, mathematics and science.

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

- Pupils make good progress during their time in school.
- Pupils of all abilities achieve well.
- Reading is a particular strength.
- Pupils with special educational needs are very successful in achieving their targets.
- Pupils' skills in ICT are not systematically extended and applied across the curriculum.

#### **Commentary**

1. Children achieve well across the school. Analysis of the school's assessments shows that pupils generally do better overall by the end of Year 2 than would have been predicted from their attainment on entry. This 'value added' is evident in reading, writing and mathematics.
2. Children make a very good start in the Early Years class. They continue to make good progress in Reception, although the youngest children have only one part-time term there. By the end of Reception, most children achieve, or are well on the way to achieving, the early learning goals in all the six required areas of learning. A good proportion are working within Level 1 of the National Curriculum by the time they start Year 1.

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

Standards in:	School results	National results
reading	17.4 (17.4)	15.7 (15.8)
writing	17.1 (16.1)	14.6 (14.4)
mathematics	18.6 (17.8)	16.3 (16.5)

*There were 54 pupils in the year group. Figures in brackets are for the previous year*

3. Standards in the Year 2 tests in recent years have been consistently well above the national average, and have improved more than has been the case nationally. The school tracks the progress of each pupil with great care and takes action if there is any evidence of underachievement. It compares the performance of contrasting groups such as boys and girls, and pupils who start Reception in different terms. It analyses the results of tests to identify what could be better. For example, it has focused recently on improving writing, with considerable success. Pupils do well in reading; they read fluently and with a good level of comprehension. The school has introduced daily sessions for independent or guided reading and these are further reinforcing pupils' skills.
4. Pupils achieve well in mathematics. In 2003 all pupils reached at least Level 2, the level expected for their age, and half achieved Level 3. Pupils become very competent in working with numbers. Achievement is good in science. Pupils gain wide knowledge and confidently pursue investigations.



5. Achievement is satisfactory in ICT. Pupils reach a good standard for their age, but do not build systematically on the skills which they bring from home.
6. In other subjects, pupils are generally achieving well and reaching standards which are good for their age.

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

Pupils' attitudes to school, their relationships with each other and with adults, and their behaviour in class and around the school are all very good. This reflects the school's very positive ethos.

### **Main strengths and weaknesses**

- Pupils are confident and interested in learning and take pride in what they achieve.
- Pupils are independent and work responsibly.
- The school has very effective policies and procedures to encourage good behaviour.

### **Commentary**

7. Behaviour in lessons, in the dining hall and in the playground is very good. The headteacher and staff monitor behaviour closely and ensure that policies are applied consistently across the school. Pupils are encouraged to think about how their actions affect others, and the school works very effectively with pupils who have specific behavioural problems.
8. Children's personal, social and emotional development is fostered well from the start. Pupils of all ages have attitudes to the school and to their learning which are very positive. Pupils are becoming independent and responsible in their approach to work. They focus on the task in hand and are eager to succeed. Recognition of achievement develops pupils' sense of ownership and pride in learning. The meeting of targets is logged and celebrated, and pupils take delight in recording special achievements in the school's 'Well Done' book. A discussion with a group of Year 2 pupils clearly demonstrated their confidence and enjoyment of school. They spoke fluently and easily, listening carefully to the points made by others in the discussion.
9. Pupils play together well, particularly enjoying access to the school field. They are sociable and imaginative in their games, often incorporating what they have learned during lessons into their play activities. Any incidents of bullying or unkindness are taken very seriously, and are usually resolved quickly.
10. Pupils are developing very positive moral and social values and these underpin their attitudes and behaviour. They are beginning to understand the duties and responsibilities of living in a community and contribute their ideas, for example through the School Council. They take a lively interest in other people and places, and in different religious and cultural traditions.

### **Attendance**

Attendance is very good and there are few late arrivals. The school has good procedures for promoting attendance and these are well supported by parents.

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

Authorised absence		Unauthorised absence	
School data	4.1	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.*

## Exclusions

There have been no exclusions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils are taught well and their learning is thorough, across a broad and interesting curriculum. The quality of care is high and the partnership with parents is very effective.

## Teaching and learning

Teaching and learning are good.

## Main strengths and weaknesses

- Teachers' planning is good and they use resources well to help pupils learn.
- Teachers have high expectations and help pupils to reach them.
- Teachers encourage pupils, engage their interest and make learning fun.
- Support staff work well with teachers to help pupils learn.
- Assessment is developed well but is not always used to pitch work at the right level.

## Commentary

### Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	11 (31%)	15 (43%)	9 (26%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages...*

11. Teaching is good overall in the Early Years and Reception classes, and in Years 1 and 2. Teaching is planned well to cover the required curriculum and to meet the needs of pupils of different abilities. Resources are chosen well to support learning. Classrooms are organised well so pupils have ready access to what they need. Interesting displays draw pupils' attention and reflect their achievements.
12. Teachers manage classes well, insisting that pupils pay attention, and engaging their interest. Most lessons are structured well and proceed at a good pace, although occasionally too long is spent listening rather than doing. Pupils are encouraged to participate and to contribute their ideas. Teachers ask questions well, checking pupils' understanding and extending their thinking. Pupils respond well to teachers' enthusiasm and take pleasure in learning. They concentrate well when working independently and usually work hard. On occasions, however, pupils take time to settle to tasks because they cannot fully remember instructions given earlier while they were sitting on the carpet.
13. Teaching is often lively and imaginative, and pupils find learning enjoyable and satisfying as a result. Teachers encourage pupils to go as far as they can, for example challenging a Year 1 pupil to write the word 'entertain', which she duly did. Pupils strive to meet the targets set for them and they take pleasure in living up to teachers' expectations. Teachers give pupils feedback about how they are doing and how they can improve, praising effort and providing challenge where this is appropriate.
14. Teachers are assiduous in assessing pupils' progress and ensuring that the curriculum is covered. A very close check is kept, for example, on pupils' ability to read and spell common words designated for each year group. Targets are set for pupils, written on stars on the front of their books, and their achievement is closely monitored. Staff have begun to agree

expectations for each year, and for each term. However, this does not always lead to a clear overview of the next steps needed in teaching, particularly as pupils progress from the Early Years class to Reception, and from Reception to Year 1. Sometimes this is because the results of assessment, for example from Foundation Stage Profiles, are not clearly and simply aggregated to show how far learning has progressed.

15. Pupils with special educational needs are very well taught. Teachers deploy support staff well, sharing their planning with them, and asking for their observations on how well pupils have succeeded. Teachers make very good quality Individual Educational Plans, and are very well supported by knowledgeable learning support assistants. Support staff ensure that all pupils can join in fully, and they frequently support a group of pupils in completing tasks within lessons. Teachers have identified the need for more training to help them deal with the increasing number of pupils with behavioural and emotional problems who are joining the school. Staff are very aware of individual needs, including those of pupils not yet fluent in English, and these are taken into account in planning and teaching.

## **The curriculum**

The school's curricular provision is good. The school provides a broad range of worthwhile activities, which cater for the needs and aptitudes of all pupils.

## **Main strengths and weaknesses**

- The school provides a broad and balanced curriculum and a good environment for learning.
- The school makes it possible for all pupils to participate fully in all areas of school life.
- Very good provision is made for pupils with special educational needs.
- The use of ICT across the curriculum is not fully developed.
- Expectations of pupils as they progress from one year to another need further clarification.

## **Commentary**

16. The school offers its pupils a well-planned curriculum, which meets all the statutory requirements. The curriculum for English, mathematics and science is particularly effective, resulting in very good progress. The very good provision for personal, social and health education and citizenship contributes significantly to pupils' personal development.
17. Good programmes of work in all subjects help teachers plan their lessons well. However, the rolling programme of study in Years 1 and 2 needs adjustment now that the school has moved mainly from mixed-age classes to single-age classes. At present, pupils in both years study the same topics, for example in history. While work is pitched high for pupils in Year 1, little more is expected of those in Year 2. The school is developing useful links between subjects, but the use of ICT as a tool for learning across the curriculum is not fully developed. The organisation of the curriculum in Reception has been revised to make better provision for all six areas of learning within the available accommodation.
18. Provision for pupils with special educational needs is very good, giving them full access to the whole curriculum. Pupils with special needs are very well supported by teachers and by learning support assistants, especially in numeracy and literacy. Learning support assistants work effectively with individuals and with groups, helping to ensure that all pupils are able to participate and to succeed. The curriculum is very well modified for pupils with special educational needs. The school uses its own expertise effectively and works closely with outside specialist advisors and parents. Many children who have less serious needs leave the register because the provision has proved so effective.
19. Teachers work hard to make learning exciting and relevant to pupils. To enhance their topic work, pupils go on a good range of visits. For example, they study the local church and go further afield to places such as Kew Gardens, the Tate Gallery, and the Discovery Centre at

Bracknell. Visiting musicians, theatre groups and dancers are welcomed into the school. This widens pupils' cultural perspectives, as when pupils were recently introduced to 'street dance', and to percussion from around the world, both of which they thoroughly enjoyed. A professional musician teaches each class for one lesson a fortnight, and this greatly enhances the school's music teaching.

20. Resources for learning are good and classrooms are organised well, with interesting displays of work. The accommodation is maintained very well, and the school provides a good environment for learning. The refurbished library at the heart of the school is put to very good use. Pupils' learning is enriched by very good use of the attractive school grounds, for example for learning about plants and minibeasts. A pond and garden area has been created with help from pupils, parents and friends. While the school is able to provide an appropriate outside curriculum for Reception children, the lack of any canopy or shelter means that this is only available when the weather permits. The school has plans for a covered outdoor space.

### **Care, guidance and support**

The school provides high quality care, guidance and support for pupils and this is a major strength of the school.

### **Main strengths and weaknesses**

- Very effective teamwork among staff ensures appropriate support for all pupils.
- The school attends very carefully to pupils' welfare and personal development.
- It works very hard to meet pupils' individual needs.
- The school listens to pupils well and takes good account of their views.

### **Commentary**

21. The school has a very inclusive ethos and cares well for all pupils, whatever their individual needs. Child protection procedures are fully in place. Training is provided and all staff are briefed regularly. The school maintains good relationships with external agencies and draws on the expertise they offer. For example, the school works closely and effectively with the leader of the local behaviour support team, who pays tribute to the school's success in managing pupils with behavioural difficulties.
22. All routine health and safety checks have been carried out. The caretaker and a governor undertake regular risk assessments. Pupils know the procedures for evacuation in case of fire and understand the reasons behind the rules.
23. The school takes great care in meeting pupils' individual needs. This is seen, for example, in alterations to the buildings and in the quality of everyday care provided to meet the needs of a child with physical difficulties.
24. Procedures for monitoring pupils' personal development and progress in learning are very good. Staff know and understand pupils well and they provide positive role models in contributing to community life. This is well illustrated by the caretaker, who not only looks after the buildings very well, but is the senior lunchtime supervisor, and well known to all pupils and parents.
25. The school has carried out a survey of pupils' views through a questionnaire and has taken full account of their views. When issues arise, for example over the provision of playtime equipment, pupils' views are sought and discussed by all pupils in the school council.
26. The school has a comprehensive programme for the induction of pupils when they join the school. Those who join late are welcomed and helped to settle in quickly, and parents comment positively on the school's arrangements. The Friends Association has

representatives from each class and they welcome new parents, so that new children and their families quickly feel at home within the school community.

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

The school's partnership with parents is very good and this has a positive impact on pupils' learning and achievement. Very good links are fostered with other schools and with the local community.

### **Main strengths and weaknesses**

- Parents have a very positive view of the school and value the sense of community.
- The school works closely with parents to achieve the best for pupils.
- The quality of communication with parents is very good.

### **Commentary**

27. Links with parents are very good. Parents express strong support for the school, particularly emphasising high standards, very good behaviour, and support for pupils with special educational needs. The Friends Association raises substantial funds to support the school as well as helping to enhance the sense of community.
28. The school has a very effective 'open door' policy so parents can meet class teachers and the headteacher easily and informally. It keeps parents informed through regular newsletters, curriculum letters and information on notice boards. The school's annual reports give a clear picture of children's progress and development during the year. Formal meetings are held each term for parents and class teachers to review pupils' progress and targets for improvement.
29. A good number of parents help in school on a regular basis, listening to reading and helping in the library. Learning is well supported by parents at home. The school sends out a questionnaire every two years to seek parents' views. The headteacher sends a summary to all parents, with a comment on all the issues raised. Parents' views are valued and taken into account in planning future developments.
30. The school has very good links with the community and with other schools. Transfer arrangements to the junior school are very good. Teachers from the junior school visit Year 2 pupils for a question and answer session, to give pupils confidence before moving to Year 3. Pupils also have an opportunity to visit the school before they start.
31. The school monitors pupils' special educational needs very well in order to provide optimum support. It works in very close co-operation with parents, who are fulsome in their praise of the school's provision. There is good continuity in the provision for pupils with special educational needs identified before they enter the Early Years class. A few parents of pupils whose special needs were diagnosed later say they would have liked more recognition of their child's needs in the first half term at school. The school, however, follows local practice in allowing time for children to settle and to be observed before ascertaining the way forward. The transition from playgroup, and the move to the junior school, by pupils with identified special needs is handled very well to allow them to transfer with confidence, and parents appreciate this.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The school's leadership is very effective and the school is managed very well. Governance is good.

### **Main strengths and weaknesses**

- The headteacher inspires, supports and brings the best out of the whole team.
- Communication is very good so everyone knows what is expected of them.
- Provision for pupils with special educational needs is very well managed.
- The school actively evaluates how well it is doing and how it can improve.

## Commentary

32. The headteacher fosters a strong team spirit within the school which extends to staff, pupils, parents and governors. She sets the school's direction well, leading the evaluation of its performance and the pursuit of improvement. She works closely with the senior management team, which includes two acting deputy headteachers.
33. Subject co-ordinators plan the development of their subjects well and are extending their role in the monitoring of teaching and pupils' work. All teachers contribute to debate about the quality of teaching and learning and how to enhance it. This generates openness and interest in sharing good practice and seeking solutions to problems.
34. The school has developed a comprehensive staff handbook that has helped to ensure continuity despite recent staff changes. Communication is very strong and there are daily and weekly staff meetings to keep everyone in touch. Issues relating to pupils' behaviour are reviewed regularly so all staff are kept informed.
35. The school is led and managed in ways that demonstrate a strong concern to meet the needs of each individual. The headteacher acts as the special educational needs co-ordinator and all her systems are of a high calibre to ensure provision is well-organised and effective. She liaises effectively with external agencies, monitors behaviour closely and works very effectively with pupils who have social, emotional and behavioural difficulties. She deploys support staff well so that support is given where it is most needed.
36. The headteacher maintains an 'open door' policy and is very accessible to parents as well as to staff. She is quick to address problems. Very good systems are in place to ensure that the school runs smoothly. The contribution of each adult is valued and is channelled to achieve the best for pupils. Procedures for performance management are well established.
37. Governors have a good overview of the school's work and visit regularly. They have strong links with the parents' association, and have been instrumental in developing the school's very informative website. They ensure compliance with all statutory requirements and actively evaluate the effectiveness of their own work.
38. The school's finances are managed well. Governors seek best value, in pursuit of the school's educational aims, when making spending decisions, for example when choosing ICT equipment. The school makes very good use of its resources. With expenditure per pupil well below the national average for infant schools, it gives very good value for money.

### ***Financial information for the year April 2003 to March 2004***

Total income	472359
Total expenditure	456397
Expenditure per pupil	2282

Balances (£)	
Balance from previous year	13081
Balance carried forward to the next	21077

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

### Main strengths and weaknesses

- Pupils achieve well in all areas of learning as a result of good teaching.
- Very good provision is made for children with special educational needs.
- Assessment systems and the use of assessment information are not yet fully effective.
- Play activities are not always organised so that they extend children's learning.
- Practical resources are plentiful, but outdoor provision for Reception children is limited.

### Commentary

39. Pupils start part-time schooling in the Early Years class once they are four. After two terms they move to Reception where they spend one term part time before attending full-time. This means that the youngest children have one part-time term in Reception but do not attend full time until Year 1.
40. Pupils generally enter the Early Years class with above average attainment levels. They achieve well and a high proportion leave Reception exceeding the early learning goals, but some younger children do not because they have insufficient time to cover the curriculum. Pupils with special educational needs achieve very well: they are monitored very closely; expert help from outside agencies is sought; and the curriculum is adapted to match their needs by well-informed learning support assistants.
41. Until this year there were three separate Reception classes with their own rooms, teachers and resources. This year, a new Foundation Stage Unit has been formed, and the three Reception classes have been amalgamated. This has necessitated a radical change in curriculum planning, assessment, and the deployment of staff and resources. The unit is led by the Foundation Stage Co-ordinator, assisted by the Early Years teacher, a temporary teacher for the summer term and a generous allocation of support assistants. The staff form an effective team who work together well under good leadership. The co-ordinator has visited other schools to observe best practice and is constantly evaluating the effectiveness of the provision.
42. Inspectors identified three areas that need further development. First, while a wealth of information is collected about children's achievements, there is no simple, clear recording system to help lesson planning and to inform teachers at the next stage. Secondly, the independent activities provided in Reception need more structure to ensure that children's play is educationally purposeful. Thirdly, as noted in the previous report, the planning of an outdoor curriculum for Reception children is hampered by the lack of a covered area and suitable equipment to promote children's physical development.
43. Teaching by permanent staff during the inspection was mainly good and often very good. In some lessons, however, teaching was not pitched at a correct level, because of unfamiliarity with pupils' prior attainment.
44. In the area of **personal, social and emotional development**, children achieve well as a result of good teaching. In the Early Years class, children quickly settle to learning and to classroom routines. Most have been at the village playgroup and friendships are already established. Reception children play well together and choose their own activities confidently at certain times of the day. Children respond well to the high expectations set by staff. They



know the routines, and behave well. Most children show interest in what they are doing, concentrate very well, even when not directly supervised, and are keen to learn. Children are encouraged to feel confident about what they can achieve. They are friendly and take a pride in their work. Children share and take turns amicably, and put up their hand when answering a question. When children do not conform they are dealt with firmly but fairly, so that they learn to appreciate the needs of others within the group. Children are expected to clear up after themselves, which they do without much prompting. Children feel secure and readily seek help when they need it. Gains in learning in this area result from consistent guidance given by adults, who treat each other and the children with courtesy and respect.

45. Children achieve well in **communication, language and literacy**. Teaching is good, and sometimes very good, in the Early Years class and in Reception. There is a good balance of activities that are led by adults, such as reading practice and word building, and independent activities such as writing and playing in the role-play area. During the inspection, this area was set up as a 'garden centre', but activities were not structured enough to enrich and extend learning. Consequently, the 'garden centre' quickly reverted to a 'home corner' and children did not develop their vocabulary and practise skills in the way intended. Speaking and listening skills are developed well when children work with adults. Children are encouraged to talk about what they are doing, and to extend their vocabulary, as seen when making a wormery. Older children show a good appreciation of books and most read simple texts quite fluently. Children receive frequent support with their reading, both at home and in school, and this ensures that they achieve well. Early writing skills are taught well in lessons, but not routinely reinforced. For example, pupils making an invitation for the 'Ugly Bug Ball' were not reminded how to hold their pencils or how to form their letters correctly.
46. In **mathematical development**, children achieve well. The quality of teaching and learning is good overall. Teachers use good methods that interest pupils. Children in the Early Years class enjoy counting as far as they can. They have a good repertoire of counting songs such as 'Five Little Speckled Frogs'. In Reception, older pupils write numbers to 20. They have a good mathematical understanding of comparative heights and weights, know the names of shapes and add numbers to 10. However, work is sometimes too difficult for younger children in Reception, because it does not build directly on their prior learning. Learning support assistants, working with small groups, generally adapt activities well and help children to succeed. Mathematical development is not often promoted within structured play activities, although one game of finding and recording how many plastic minibeasts were hiding under the sand was very effective in reinforcing counting skills.
47. Children achieve well in **knowledge and understanding of the world**. Teaching and learning are very good. Children make a good start in practical scientific investigation. During the inspection, groups of Reception children showed interest and fascination while making wormeries. They used earth and worms they had dug up on the field, carefully following instructions from a library book. Books about insects, used for guided reading and class discussion in the Literacy Hour, further extended their knowledge. Children are interested in the world around them. They have a good knowledge of a variety of festivals such as Diwali and Christmas.
48. In **physical development**, it was not possible to make an overall judgement about children's achievement or the quality of teaching. Part of a lesson was seen where Reception children were using space well, exploring the ways that minibeasts move. They had good control over their bodies and moved with imagination. In general classroom activities, children are given many opportunities to develop manipulative skills by using tools such as scissors, construction toys and paintbrushes. Reception children have regular access to outdoor activities, but these are constrained by the lack of large wheeled toys and climbing apparatus. The Early Years class has a well-resourced and well-used outside area.

49. In **creative development**, it was not possible to make judgements about achievement or teaching. Children have regular access to paint, dough, sand, water and role-play activities. They often choose these activities for themselves, and develop their social and language skills in sharing ideas with other children. On other occasions, adults work with children on activities such as making good quality 'ladybirds' from painted plates and pipe cleaners. The planning of the curriculum makes good provision for music, although few musical activities were observed during the inspection.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

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

- Basic skills in literacy are taught thoroughly and effectively.
- Pupils have a good knowledge of sounds and common words.
- Pupils have many opportunities for reading.
- They enjoy writing and are confident in spelling.
- Work at home supports pupils' progress well.

#### **Commentary**

50. Pupils achieve well in reading and writing in Years 1 and 2 and reach standards which are well above average. This is evident in National Curriculum test results over recent years. It is also evident in the work seen during the inspection, although fewer pupils are attaining highly in the current Year 2 than in 2003.
51. Pupils speak confidently and listen attentively. They are encouraged to put their ideas into words, and given plenty of opportunity to do so; for example, when sharing news of a new baby with the class, or explaining their workings in mathematics. They are expected to listen to each other, as well as to the teacher, and to contribute to discussion.
52. Pupils do well in reading. They read regularly on their own, to an adult, or as part of the group or class. The school provides a very wide range of books, including fiction, non-fiction and poetry. It fosters a climate where pupils are keen to read and to explore what books can offer. Regular reading at home, and to adults in school, including parent volunteers, helps pupils to make steady progress. Pupils' skills are reinforced in the course of shared reading with the class and during guided reading in groups. Pupils also read independently at the start of the day. Most become absorbed in their books, though a few do not yet have the skills to make the most of this time. Able readers read adventurously, tackling long books and maintaining their interest; but they do not consistently record what they have read on their own, or share their views about it with others.
53. The school has worked hard to raise standards in writing, and has been successful in doing so. Reading and writing are both supported by the systematic learning of common words, and of the sounds from which words are built. Pupils practise spellings at home, and most spell well. They enjoy 'playing' with words, as when considering 'ai' and 'ay' words in Year 1. They were intrigued in Year 2 by the generation of new words through combining 'root' and 'suffix', as in 'lovely' and 'wonderful'. They learn to organise and structure their writing. Discussion about writing builds their confidence, though sometimes leaving too little time for sustained writing by pupils themselves. Most pupils make good progress in handwriting, and many develop a fluent joined style by Year 2, although the standard of handwriting is not consistent.

54. Teaching in literacy is good. Teachers are enthusiastic and knowledgeable and inspire pupils' interest. Basic skills are taught thoroughly and effectively. Pupils' progress is closely monitored so that extra help can be given where it is needed. Pupils with special educational needs are supported very well, with the help of learning support assistants, and achieve very well as a result. Able pupils are challenged to go further. Close attention is paid to pupils who are learning English as an additional language and they make good progress. The subject is managed well by a member of the senior management team. ICT resources have been recently acquired to reinforce the practice of basic literacy skills. Provision has continued to improve since the previous inspection.

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

55. The school's approach to literacy ensures that pupils apply their skills in a variety of contexts. For example, in work about minibeasts, pupils read a range of information books with great interest. Their writing includes work such as annotating the stages in the life cycle of a creature. Pupils sometimes word process their work, though their skill in this varies. Although pupils write frequently, for example in science and in history, such writing is rarely developed at length.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Teachers ask questions well, helping pupils to reason and explain their thinking.
- The subject is very well managed and led, and pupils' progress is carefully monitored.
- Lessons are well planned and structured so that learning is thorough.
- Pupils are enthusiastic and enjoy the subject.

### **Commentary**

56. Pupils achieve well in Years 1 and 2 and reach high standards. Good teaching lays firm foundations in numeracy, enabling pupils to make good progress. Pupils' attainment is well above national expectations by the end of their time in school. In 2003, all pupils reached at least Level 2, the expected level, in the national tests. The proportion reaching a higher level was well above the average in similar schools, although the school has not been expecting quite as many to reach this level this year
57. Teaching is good overall. Lessons are planned and structured well, with work pitched at different levels, enabling all pupils to be challenged. Teaching assistants are deployed very effectively, helping lower-attaining pupils, including those with special educational needs, to participate and complete tasks through discussion and demonstration. Classes are usually well managed so that little time is wasted. This encourages positive attitudes and eagerness to learn. Occasionally, work is too difficult because it does not build sequentially on what pupils can do.
58. Pupils in Year 2 discuss their work confidently, using the correct terminology. They have a very secure understanding of number, accurately counting forwards and backwards in multiples of 2, 5 and 10. They know different methods to add and subtract and can work securely with larger numbers. Pupils have a very good understanding of place value and of simple fractions. Teachers phrase their questions carefully to encourage pupils to explain and extend their thinking, skilfully matching them to pupils' different levels of understanding. For example, in a Year 1 and 2 class, one child was asked to calculate 10 less than 40, and another 10 less than 400. Skills in mental calculation are practised successfully at the start of all numeracy lessons. Pupils in a Year 2 class worked with a partner to calculate as many number bonds to 20 as they could, in a given time. Frequent practice, at a purposeful pace,

consolidates pupils' learning so that they build on what they know.

59. Pupils enjoy their work, listening well and responding quickly in lessons. They usually apply themselves very well when working independently, staying on task and taking care and pride in the presentation of their work. When working in pairs, they share ideas freely and help each other effectively. For example, in a Year 1 lesson about capacity, pupils worked very sensibly in pairs, estimating how many small bottles of water it would take to fill a range of larger containers, and then testing their predictions. Pupils took turns and helped each other with recording.
60. Pupils' work is marked regularly and constructively, and pupils are given supportive feedback and advice about any errors. All pupils in Years 1 and 2 also have individual targets which are reviewed regularly by the teacher and pupil together. Most pupils can remember their targets and know what they have to do to achieve them. This gives pupils a sense of control over their own learning.
61. The co-ordinator leads and manages the subject very well. Thorough assessment procedures allow her to track the achievement of individuals and groups of pupils. This information is used to help teachers identify which pupils may need further support and to inform target setting. Teachers have received useful feedback on lessons following monitoring by the co-ordinator. Since the previous inspection, the numeracy strategy has been effectively implemented.

### **Mathematics across the curriculum**

62. Mathematics is promoted well within the classrooms through mathematical displays, where there are number lines, number squares and information to help pupils. There are some good links with other areas of the curriculum. For example, pupils use mathematical knowledge in physical education when constructing a sequence for country dancing, and in history when developing a simple time line. Although ICT is used to enhance learning in mathematics, these links are insufficiently developed.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Good teaching with an emphasis on practical investigation results in very high standards.
- Pupils are interested and curious and have very good attitudes to learning in science.
- Support staff make a strong contribution to pupils' learning during practical sessions.

### **Commentary**

63. Pupils achieve well. Teacher assessment in 2003 showed high attainment in some aspects of the programme, including life processes and investigative science. Attainment was not as high in other aspects. This is because the school has had a two-year rolling programme in science, to cater for its mixed-age classes, and some areas of study have not featured in Year 2. The school is now changing its programme to remedy this.
64. Pupils' practical and investigative skills are developed particularly well. Pupils have a very good bank of scientific vocabulary. They use ICT well to present their results in tables, reports and diagrams. They lack skills in using ICT for simple research because there are no resources for this.
65. In the two lessons seen, teaching was good and pupils gained a good understanding of the habitats of minibeasts on the school field. Teachers plan and prepare their lessons very thoroughly. This enables them to give very clear instructions both to pupils and to learning

support assistants. Teachers ensure that pupils' knowledge builds systematically through the sequence of lessons in the unit they are studying. They pay particular attention to using the correct terminology. Pupils find learning stimulating. They work sensibly and with curiosity, and this has a very positive impact on the standards they attain. Pupils with special educational needs achieve very well as they enjoy the practical methods and are very well supported by knowledgeable adults.

66. The previous co-ordinator improved standards of teaching and learning through lesson observations, work sampling, analysing assessment data and disseminating good practice. The recently appointed co-ordinator has plans to continue this and also has ideas to improve the curriculum further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The school now has the resources needed to extend its provision for all pupils.
- The use of ICT as a tool for learning across the curriculum is not yet well developed.
- Teaching does not build systematically on what pupils can already do.

### **Commentary**

67. Pupils' achievement in ICT is satisfactory. Although standards are above average overall, the considerable experience in using ICT which many pupils bring from home is not consistently built upon.
68. Pupils respond well to the opportunities provided and use laptop computers confidently. In the two lessons seen during the inspection, teaching was at least good and the pupils learnt well. Teachers use the correct terminology and give pupils clear, well-sequenced instructions. In one lesson, the teacher demonstrated the activity for the whole class on an interactive white board. This led to pupils being very confident in carrying out their task.
69. Pupils use a drawing program effectively, controlling the cursor to select appropriate tools and colours and producing a picture with some detail. Pupils learn to control the movements of a floor robot using simple sequences of commands and carry out basic word-processing tasks. They use a digital camera independently and use data handling programs to display information in different graphic forms in mathematics.
70. Pupils' achievement in ICT is assessed regularly and the school is developing monitoring of pupils' progress. Very little current work was available to look at during the inspection and the school has plans to review the recording of pupils' work. The school has recently acquired a set of laptops which can be moved between the classes. This makes it possible for teachers to work with the whole class in ICT. Currently the laptop computers are allocated to each class in turn for one day. This does not ensure that computers are readily available when needed to support learning across the curriculum.
71. The subject is well managed and the co-ordinator has clear priorities for developing the provision further.

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

72. While ICT is used to enhance work in a number of subjects, more thought needs to be given to integrating ICT fully across the curriculum. The school's improvement plan identifies this as a priority and the inspection findings support this.

## HUMANITIES

73. Two lessons were observed in history and two in religious education, but none in geography. There was insufficient evidence to make judgements on standards, teaching and overall provision in these subjects.
74. Pupils follow a rolling programme of topics which are taught in both Years 1 and 2.
75. In **history** pupils learn about events and people in the past, and find out about similarities and differences between the past and the present. They enjoy history lessons. In the two lessons seen, pupils were fascinated by photographs of seaside holidays, and by the thought that the baby in one photograph was the grandmother of one of the teachers. This helped them to consider the lapse of time. However, work in Year 1, which included placing dates on a timeline, was pitched rather higher than work in Year 2. Pupils have a good understanding of the school's history and have received visitors who attended the school many years ago. Logbooks from over a hundred years ago remain in the school. The marking of events such as the Queens' Golden Jubilee, with a mosaic created by the pupils on a wall in the playground, reinforces their sense of history. Visits, for example to the Museum of Childhood, help to bring the past to life. Work in history is linked with other subjects, as when the study of old toys led to the making of a winding mechanism in design and technology. Reading and writing are developed within history, though pupils' writing, for example about Florence Nightingale, is often fairly brief, even in Year 2.
76. In **geography** pupils develop a good understanding of maps. They make plans of the school, for example when making designs for the playground. They learn about places close to home and far away. Pupils have visited the 'River and Rowing' museum in Henley, and have learned about a river's progress from source to estuary. They write about places they have visited in Britain and abroad. Links are being established with a school in Turkey and this is extending pupils' curiosity and knowledge about life in another country.
77. In **religious education** the work seen in pupils' books was in line with the expectations of the Locally Agreed Syllabus. In the two lessons seen, the teaching was good overall. Pupils learn about Christianity and Judaism and make comparisons between the two religions, learning the significance of different festivals and customs. Visits to the local church and good resources enhance pupils' learning. Teachers use familiar stories to elicit thoughtful responses to moral issues. For example, pupils in Year 1 reflected on the story of the rainbow fish when considering how their own behaviour might have an impact on other people. Lively reading of the story held pupils' attention well. Classes are managed well, resulting in good behaviour and positive attitudes to learning. The co-ordinator provides satisfactory leadership and management. She ensures that themes for assemblies are linked to themes being studied in religious education and in personal and social education, giving the pupils a unified experience. However, her monitoring role, to check that learning progresses systematically from year to year, is underdeveloped. The two-year rolling programme has yet to be modified to ensure clear progression from Year 1 to Year 2.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Only one lesson was observed in design and technology and one in art and design. No lessons were seen in music. Consequently there was insufficient evidence to make judgements on standards, teaching and overall provision in these subjects
79. In **design and technology**, standards were above average in the one lesson seen. Teaching was good and pupils achieved well in developing their understanding of the design process. The teacher showed respect for pupils' imaginative ideas while carefully steering the discussion by skilful questioning. This ensured that all pupils had a clear understanding of the various components to be included in the design. The resulting diagrams were of a good quality, well drawn, imaginative and clearly labelled. Since the previous inspection, good

improvements have been made to the curriculum which links strongly with science. For example, pupils used their knowledge of forces and magnetism well to design and make a pulley system to rescue 'Pussy' from the well. However, the school lacks construction materials to challenge more able pupils in Year 2.

80. In **art and design**, pupils were achieving very well in developing their skills of observational drawing in the one lesson seen. Interesting objects such as a multi-faceted rock and pieces of bark proved a great challenge for pupils to draw accurately and to shade in order to show texture. Pupils worked with interest and a high level of concentration. The resulting drawings were well above the standards usually seen in Year 1. Since the previous inspection, the curriculum has improved, although it does not yet fully incorporate ICT as a creative medium or as a resource for researching information. Apart from this, the quantity and the variety of resources, including library books, are now good.
81. Although no lessons were seen in **music**, planning suggests that the requirements of the National Curriculum are being met. The contribution of a part-time music specialist benefits the whole school and raises the confidence of staff. Music plays an important part in assemblies by encouraging active listening. Visits by a range of professional musicians have introduced pupils to an exciting variety of music. The school has a good selection of instruments in each class.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Lessons are planned and structured well with a clear focus on developing skills.
- Pupils respond well in lessons and enjoy their learning.

### **Commentary**

82. Pupils achieve well and standards are above national expectations by the end of Year 2. Two games lessons and one dance lesson were observed. Although not all aspects of the curriculum were seen, the full range of physical education activities is taught during the school year. The quality of teaching is good overall. Lessons are well prepared and teachers take great care in ensuring the health and safety of pupils. In a very good dance lesson, pupils in Years 1 and 2 learned to develop sequences of movements in time to the rhythm of the music. Pupils listened well to instructions and responded well to coaching points from the teacher. The teacher skilfully developed the dance, bit by bit, enabling all pupils to achieve well. All the lessons observed had a good structure, with warm-up activities followed by a main focus on teaching skills and techniques, and a calm cool-down session at the end. Teachers used praise well to reward and encourage good quality work.
83. Leadership and management of the subject are good. The co-ordinator has opportunities to monitor teaching and supports colleagues well with planning. She organises coaching in football, tag rugby and short tennis by external coaches. Pupils have been introduced to 'street dance' by a group of visiting professional dancers. Resources are good.

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

Provision in personal, social and health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- The school's ethos contributes substantially to pupils' personal development.

- Good opportunities are provided for pupils to discuss their feelings and opinions.

**Commentary**

84. Pupils' personal development is central to the school's work and this is reflected in very good provision for personal, social and health education and citizenship (PSHE). Pupils make very good progress in developing their PSHE skills and achieve well. As a result, attitudes, behaviour and relationships are very good within the school. The school teaches PSHE through weekly lessons and through 'circle time' which also takes place regularly. Themes, such as 'being a good friend', are developed through stories and assemblies. There is a school council which provides opportunities for pupils to put forward ideas for improvements to school life. Pupils' ideas are given serious consideration and acted upon whenever possible. This fosters self-esteem and a sense of responsibility, laying the foundations for good citizenship.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

