

# INSPECTION REPORT

## **BROMLEY ROAD INFANT SCHOOL**

Beckenham, Kent

LEA area: Bromley

Unique reference number: 101588

Headteacher: Mrs J Brown

Reporting inspector: Mr J F G Parsons  
22546

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> October 2001

Inspection number: 218439

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	St George's Road Beckenham Kent
Postcode:	BR3 5JG
Telephone number:	0208 650 5246
Fax number:	0208 325 1621
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Rank
Date of previous inspection:	2 <sup>nd</sup> November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22546	Mr J F G Parsons	Registered inspector	Science Art and design Physical education Areas of learning for children in the Foundation Stage	What sort of school is it?  How well is the school led and managed?  What should the school do to improve further?
31713	Mr S Roberts	Lay inspector		Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the school work in partnership with parents?
23221	Mrs L Parkinson	Team inspector	English Geography History Equal opportunities English as an additional language	School's results and achievements  How well are pupils taught?
17693	Ms E Digby	Team inspector	Mathematics Information and communication technology Design and technology Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Bromley Road is a three-form entry urban infant school of average size situated in Beckenham in the London borough of Bromley. There are 256 boys and girls on roll aged from 4 to 7. The school is larger than it was at the time of the previous inspection and is over-subscribed. The majority of the pupils live locally. There is high employment in the area. The percentage of pupils eligible for free school meals is 21.7 per cent, which is high and more than during the previous inspection. There are 31.2 per cent of pupils from minority ethnic groups, 5.9 per cent of pupils speak English as an additional language. Standards when children start school are broadly in line with those expected for their age, although speaking and listening skills are frequently above average. Many children have been to pre-school or play-group before starting at this school. A high proportion of pupils are on the register for special educational needs, 30.5 per cent.

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

This is a significantly improved school, which has the potential to raise standards further with new staff and management systems. Good leadership and management and strong teaching means standards are improving and the school offers good value for money.

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

- The standards in science, information and communication technology, art and design and music are above those expected for pupils' age and, in all other subjects, they are at least in line with expectations for pupils' age.
- The quality of education provided for the Foundation Stage is very good.
- The school develops good attitudes and values and provides good opportunities for personal development.
- There are very good arrangements for pupils with special educational needs.
- The quality of information provided to parents and carers and the links the school has established with them are very good.
- The headteacher, senior staff and governors provide strong leadership and have developed a strong set of aims and values that are reflected in the work of the school.

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

- The rate of progress in reading is not as high as the very good progress in writing, due to new arrangements in literacy.
- The implementation of assessment procedures throughout the school is not fully established.
- The significant proportion of new staff means that sometimes standards of work provided in Years 1 and 2 are not consistent and do not always challenge pupils, especially those of high attainment.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1999. The following are the improvements in areas identified in the previous inspection:

- the quality of leadership and management has improved significantly and is now good;
- whole school planning procedures have been introduced and are being refined;
- teachers' planning is much improved;
- the governing body is more involved in the life and management of the school;

- the school has clear targets for improvement but raising the standards of high-attaining pupils is not yet fully addressed;
- the governing body has a good understanding of the school and a very good strategic vision for the future;
- the introduction of whole school systems and procedures are raising teachers' expectations and are having a positive impact on standards;
- pupils reach standards that are above average in information and communication technology and science and in line with the expectations of the agreed syllabus for religious education. All issues regarding standards have been addressed;
- all statutory requirements are met.

The school has made a good overall improvement since the previous inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	B	B	A	well above average    A above average        B average                C below average        D well below average   E
writing	A	A	A	A	
mathematics	A	C	B	A	

Standards are as follows:

- (i) By the end of the Foundation Stage, children have achieved the early learning goals for this age group and frequently exceed them.
- (ii) In year 2000 national tests for Year 2: pupils' standards were above the national average in reading, well above average in writing and mathematics and teacher assessment showed above average standards in science;
  - compared to similar schools standards were well above the national average in all tested subjects.
- (iii) In year 2001 national tests for Year 2: there was a significant decline in pupils standards in all tested subjects and science;
  - the school identified a disrupted Year 1 because of a number of changes of teacher and a below average attaining group as factors;
  - pupils' achieving level 2B and above were well below the national average in reading and below average in writing, mathematics;
  - teacher assessment in science showed below average standards;
  - compared to similar schools achieving level 2B and above pupils' standards were below average in reading and mathematics and in line with the national average in writing.
- (iv) The inspection found that: standards of work seen were at least in line with the national average in English and mathematics, and above average in science. There was no difference in the standards achieved by boys and girls;
  - the National Numeracy Strategy has been effectively introduced;
  - the school has been effective in developing writing skills through the National Literacy Strategy and standards are improving;

- standards in reading have levelled off somewhat because of the concentration on writing in the modified National Literacy Strategy, although they are still in line with those expected for pupils' ages;
- standards in science, information and communication technology, art and design and music are above those expected for pupils' ages. In all other subjects (religious education, design and technology, history, geography and physical education), they are in line with those expected for their age;
- achievement levels are rising and the introduction of whole school systems and the improved quality of teaching and learning are important factors in this.

NB Level 2B is the national average result in the national tests.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager and enthusiastic to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in well structured lessons. They move about the school in an orderly and disciplined manner.
Personal development and relationships	Good. Relationships are good across the school both between staff and pupils and pupils themselves. Pupils show good initiative when given the opportunity in lessons.
Attendance	Satisfactory. Good procedures are in place for monitoring absence.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in the Foundation Stage is very good. Teachers have fully adopted the new curriculum and work very effectively towards the early learning goals. They plan their lessons well and use a wide range of teaching strategies. Teachers have very good strategies for managing children and develop good relationships with the children in the Foundation Stage. Ongoing assessment is used effectively and teachers know the children well. The very effective teaching methods used ensure that children learn well. In Years 1 and 2, teachers, many of whom are very new to the school, plan their lessons effectively. They have a good knowledge of the subjects they teach. They show that they have a good understanding of the National Literacy and Numeracy Strategies and teach English and mathematics lessons well as a result. Teachers use good probing questioning effectively to promote pupils' learning. This together with very clear planning and clear learning objectives, which are made explicit to the pupils, are strengths of the teaching. Teachers' management of pupils is good overall but, in a few lessons pupils are given praise in an attempt to encourage them, which is undeserved. The school is addressing the needs of high attaining pupils with some success through development of teachers' planning but the match of work to pupils' learning needs in some lessons remains an area for development. On occasions, when the pace of lessons is slow, pupils' behaviour is inappropriate and learning slows. Support assistants are used well in the majority of lessons. Only very occasionally, when classes are split, are they given an inappropriate amount of responsibility that means the learning objective of the lesson is not fully achieved due to a lack of subject knowledge. Pupils who are identified with special educational needs and those pupils with English as an additional language are well supported and make good progress in all lessons, but particularly in literacy and numeracy with structured support and specialist teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Curricular strengths have been maintained. Appropriate time is spent on each subject of the National Curriculum and religious education.
Provision for pupils with special educational needs	Very good. The arrangements are very effective and these pupils are well supported in their learning.
Provision for pupils with English as an additional language	Good. Procedures are well developed and pupils are well supported and fully integrated in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The arrangements for pupils' social development are very good, moral development is good and spiritual and cultural development are satisfactory. Pupils are very well integrated into school life.
How well the school cares for its pupils	Good overall. Pupils are well cared for and teachers know the pupils well. The newly introduced assessment procedures are increasing their knowledge of pupils' progress.
How well the school works in partnership with parents	Good. The links with parents are very good, helped by the very high quality of information provided. Parents make a good contribution their children's learning and have a good involvement in the life of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher offers effective leadership and is strongly supported by key staff. There has been a significant improvement since the previous inspection in the quality and range of whole school procedures.
How well the governors fulfil their responsibilities	Good. The governing body is effective and holds both the headteacher and the school to account. The governors play a full role in monitoring teaching and learning.
The school's evaluation of its performance	Good. The high quality procedures introduced, including monitoring teaching and learning, give the school a good knowledge of its effectiveness.
The strategic use of resources	Good. The school development plan effectively prioritises school expenditure.
The adequacy of staffing accommodation and learning resources	Good overall. Staff are well qualified and have a good range of expertise. Accommodation is satisfactory and learning resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Most parents or carers consider that their children like school, behave well and make good progress.</li> <li>• The majority of parents or careers agree that teaching is good, that the school expects their children to work hard and works closely with parents.</li> <li>• Most parents or carers agree the school is well led or managed.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents or carers consider that they are not well informed that their children do not get the right amount of work to do at home.</li> <li>• Slightly more consider the school does not provide an interesting range of activities outside of school.</li> </ul>

**There were 256 parents questionnaires issued and 48 returned (18.8 per cent). There were 23 parents or carers present at their meeting (9 per cent).**

The inspectors agree with parents' positive views, the work that pupils get to do at home is appropriate for their age, the information that the school gives is very good and the range of out of school activities is adequate.

## **PART B: COMMENTARY**

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

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

1. In the Foundation Stage:
  - children start school with standards that are in line with those expected for their age;
  - frequently children have standards in speaking and listening skills that are above average when they join the reception class;
  - the good standards in speaking and listening continue through reception to Year 1;
  - by the time children leave the Foundation Stage the majority have achieved the expected standards in all the early learning goals and frequently exceeds them;
  - children make good progress overall.
  
2. Standards in the national tests over time in Year 2 show that:
  - from 1997 to 2000 results have been above average when compared to all schools;
  - in the Year 2000 National Curriculum tests at the end of Key Stage 1, 89 per cent of pupils achieved Level 2 or higher in reading, 87 per cent in writing and 86 per cent in mathematics;
  - compared to schools in similar contexts all these results are well above average;
  - the trend in standards in writing has fluctuated but overall standards are good in writing and are improving;
  - the percentage of pupils who gained the higher level 3 scores in the National Curriculum test in writing by Year 2, in the year 2000 was 16 per cent as compared to 9 per cent nationally.\*
  
3. The most recent results in year 2001 national tests for Year 2 show:
  - there was a significant decline in pupils' standards in all tested subjects and in the teacher assessment of science;
  - pupils' achieving level 2B and above were well below average in reading and below average in writing, mathematics and the teacher assessment in science;
  - compared to similar schools achieving level 2B and above, pupils' standards were below average in reading and mathematics and in line with the national average in writing;
  - the school identified the group of pupils taking the tests as weaker academically than usual;
  - the school experienced a large number of staff changes while these pupils were in Year 1 which had a marked impact on standards;
  - the large number of teaching vacancies leading up to this period has only very recently been filled with permanent staff.
  
4. The inspection found that in English:
  - higher expectations, the targeting of writing are having a positive effect;
  - the specialist support for high-attainers in Year 2 is very effective at ensuring these pupils achieve high standards in literacy;

- the trend in reading has been consistently above the national average until recently, but the rate of improvement in reading has not kept pace with the rate of improvement in writing;
  - the heavy emphasis on developing writing has slowed the development of reading skills;
  - reading development is not included in the literacy hour and is taught separately, which leads to some loss of consistency of approach;
  - teachers give very good opportunities for speaking and listening in class lessons as well as on other whole school occasions and standards are very good;
  - the implementation of the National Literacy Strategy has been adapted to the school's own situation and the revised approach has helped to give a greater focus to the teaching and learning of writing;
  - parents are not fully involved in their children's reading and there is no mechanism for a regular and frequent flow of information from parents to the school regarding the reading children do at home;
  - standards in the quality of handwriting are variable and the school is aware of this.
5. In mathematics the inspection found that:
- overall standards in mathematics for pupils in the present Year 2 are at least in line with those expected for their age;
  - standards in number work by the time pupils reach Year 2 are above those expected for their age;
  - high-attainers are extended better in the mental agility aspect of numeracy than in other aspects of mathematics;
  - work in mathematics investigations is not always sufficiently matched to pupils' learning needs and does not always challenge them sufficiently;
  - the school has gone some way to addressing the needs of high attainers to ensure they achieve their full potential, but there is still room for improvement.
6. In science the inspection found that:
- teacher assessments in Year 2 show that the percentage of pupils achieving Level 2 or above is well above the national average in Year 2000 and in line with the national average in 2001;
  - there has been an improvement in the teaching and learning of science which is improving standards due to the introduction of more practical work.
7. The inspection found that:
- pupils with English as an additional language learn effectively;
  - they achieve standards in English that are at least in line and sometimes above those expected for their age by the time they reach Year 2;
  - there is very good provision for pupils with special educational needs;
  - they achieve well through the very effective support provided by the school;
  - over the last few years the National Curriculum tests and the previous inspection have shown a difference in attainment between boys and girls;
  - boys did not achieve as well in the past as girls;
  - the school has addressed this issue and the situation is improving;
  - the gap between boys' and girls' levels of achievement still exists but is narrowing due to improved assessment procedures and planning by teachers.

8. In information and communication technology the inspection found that:
  - there has been improvement in standards in all aspects of the subject;
  - the school has benefited from a recently introduced computer suite;
  - the subject is well co-ordinated;
  - staff have had recent training through national initiatives;
  - the school uses an effective commercial scheme of work that supports less confident teachers.
  
9. There has been an improvement in standards in religious education since the previous inspection. It was found that:
  - pupils achieve standards in line with those expected in the locally agreed syllabus;
  - the subject is well led and there is a good scheme of work, but a few staff lack confidence and are not yet comfortable with the subject.
  
10. In music the inspection found that:
  - standards are above those expected for pupils' age;
  - this is due to specialist teaching and support for the subject;
  - there is a useful scheme of work and class teaching is good;
  - there are opportunities for high-attaining pupils to receive extra support and to perform in front of audiences;
  - the standard of instrument playing is good and the standard of singing is very good.
  
11. The inspection found in art and design that:
  - Standards are above those expected for pupils' throughout the school;
  - pupils use a wide range of media and show well developed skills;
  - a range of high quality pupils' work is displayed around the school.
  
12. Work in design and technology is carried out in blocks at certain times of the year and was not taking place at the time of the inspection, which found that:
  - an analysis of photographs and other work shows that standards are at least in line with those expected for pupils' age and probably above;
  - the examples of work seen are of good quality;
  - a factor in rising standards is the good co-ordination of the subject.
  
13. Standards in all other subjects: history, geography and physical education are in line with those expected for pupils' age. The school sets targets for development of standards and these are challenging but achievable. The significant improvement in the quality of teaching and the whole school systems that have been introduced recently are beginning to have an impact on standards. Seven out of nine members of staff are new to the school. The very recent changes in staffing have delayed the full implementation of these systems. The school is addressing the needs of higher attaining pupils with some success through this improved teaching, but the match of work to pupils' learning needs in some lessons remains an area for improvement.

\*level 3 standard is above that expected for pupils age' nationally.

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

14. Throughout the school pupils display very good attitudes, which have improved since the previous inspection. They are keen to come to school and enjoy their lessons. Most pupils respond well in lessons, are polite, attentive and interested in learning. A few pupils, mainly boys, fail to maintain interest for whole lessons and

teachers take appropriate action to ensure that there is minimal disruption in the classrooms.

15. Pupils are proud of the school and respect, in a mature manner, the materials and resources available to them. They are told about the history of the school and many of the surrounding buildings and are taught to take care of the property and to respect elders. Visits to the park provide an opportunity for pupils to appreciate the local environment, where they are taught the effects of river pollution and damage to trees.
16. Overall the standard of behaviour in class and around the school remains good at all times. Pupils are clear about what is expected from them. Most respond well to class and school rules, which the parents fully support through the home-school agreement. The few pupils with known behavioural problems are handled in a sensitive manner, which improves their attitude and encourages them to be well-behaved. During a visit to the parish church for the harvest service, pupils responded to the teachers in a calm and orderly manner and behaviour was noted to be particularly good.
17. Relationships are good and a strength of this urban school. Pupils respect their teachers and learn from them to be kind, polite and courteous to each other. They show respect and consideration to visitors. During the inspection, they were always willing to hold doors open or let adults go first. During playtime boys and girls are at ease with each other and, although naturally boisterous at times, there was no evidence of oppressive behaviour. Parents and governors are very happy with the standards of behaviour in the school.
18. The personal development of pupils is good. They quickly distinguish right from wrong and understand the importance of rules in a social environment. Pupils are keen to assume responsibility and carry out tasks with registers, coats and books, which are considered to be of a sufficiently challenging nature for their age. During merit and celebration assemblies pupils' achievements, both in and out of school are acknowledged. Pupils of all ages participated in activities during the harvest festival service, which was attended by many parents. Pupils showed maturity and confidence and welcomed the opportunity to display their talents.
19. Attendance for the current year is satisfactory at 92.6 per cent and is very similar to that recorded during the last inspection when attendance was 92.4 per cent. Attendance is below the national average but is comparable to other infant schools in the area. During the same period the number of unauthorised absences has reduced considerably. The school's management team have tried various methods to improve attendance and, despite these efforts, they have not made any significant impact. A lack of co-operation from a minority of parents and holidays taken during school terms, appear to be the main reasons for non-attendance. A significant number of pupils arrive at school in the morning after the commencement time, but punctuality in individual lessons is good. The administrative staff efficiently handle the monitoring process for recording attendance and analysing data. There have been no exclusions in the current academic year.

## HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching in reception classes is very good and it is good overall in Years 1 and 2.
21. In reception lessons, 50 per cent of the teaching was very good, 92 per cent good or better, and eight per cent satisfactory. There was no unsatisfactory teaching. Teachers have fully adopted the new curriculum and work very effectively towards the early learning goals. They plan their lessons well and use a wide range of teaching strategies. They frequently use resources that they have produced themselves. They know the children well and the three teachers work closely as a team to ensure a consistency in their approach to teaching. They have very good strategies for managing children and develop good relationships with the children in the Foundation Stage. Ongoing assessment is used effectively. The very effective teaching methods used ensure that children learn well. For example, in one literacy lesson the teacher had produced a *big book* based on the story of, '*the Little Red Hen*' baking bread. The book had real stems of wheat, flour and yeast that fascinated the pupils. Many of them wanted to touch the samples and, later, many recalled this book when talking about baking bread.
22. In Years 1 and 2 the quality of teaching has improved overall since the previous inspection, and is now good. In lessons, 26 per cent of the teaching was very good or better, 55 per cent good or better and 45 per cent satisfactory.
23. The teaching of basic skills by the special educational needs co-ordinator is good. The teacher works with small groups of pupils and has high expectations of their concentration and response. Work is clearly structured and appropriate support given. The teacher uses effective strategies to help pupils remember letter sounds in literacy. The teacher of pupils' with special educational needs encourages them to take work home to consolidate what has been done in the group lesson. Class teachers usually plan well for the low attainers within the class and target support, using the class assistant or other adult help. The good liaison between the special educational needs co-ordinator and class teachers ensures that work in class is usually well matched to pupils' needs. Those pupils who have English as a additional language have effective extra support once a week from a specialist teacher and pupils progress well.
24. The quality of the teaching of literacy ranges from excellent to satisfactory and is good overall. The improved quality of the teaching of writing has developed standards significantly. The teaching of speaking and listening skills is very good and teachers use effective, probing questioning to develop pupils' thinking. The school has adapted the National Literacy Strategy to meet its needs and situation. This, coupled with the school's much greater emphasis on the teaching of writing skills, has meant that there is an imbalance in the teaching of literacy as a coherent whole. The new arrangements for the teaching of literacy skills and the development of reading skills is fully served. There has not yet been time to establish that all elements of the teaching of reading are given sufficient emphasis. This is because there are missed opportunities in lessons to teach reading and so the rate of progress in reading does not match that of writing. Teachers provide books for pupils to read at home but the opportunities for dialogue between teachers and parents with a home-school record book, for example, are not taken.

25. In some lessons that are specifically for the teaching of reading skills, there are missed opportunities for more targeted work for those pupils not included in the group working with the teacher. In one such lesson, a group of pupils wrote a story under the supervision of the support assistant. They then wrote another story in the literacy lesson immediately following, repeating the activity. The other groups not specifically targeted by the teacher worked independently and read or looked at books that they were interested in. Opportunities, however, were missed for them to reinforce and extend their reading skills, and teacher intervention was minimal. Effective lessons linked sounding out words and letters with the *big books* used in class reading. In one good lesson the teacher linked the work on vowels and consonants to pupils work on the big class reading book. In less effective lessons the *big book* for class reading and sound building work were isolated from each other. For example, in one lesson with an emphasis on writing, pupils' attention was drawn to four lists of rhyming three-letter words as a totally separate teaching item. These included words such as 'cog' and 'bog', which did not have an immediate meaning as they were referred to out of context and not related to any other work taking place in class.
26. The quality of teaching in mathematics is good. The school has implemented the National Numeracy Strategy effectively. Teachers make learning objectives very clear to pupils in most lessons, and pupils have individual targets to achieve. The quality of teaching in numeracy is particularly effective, especially for high-attainers.
27. The quality of teaching for a group of high attainers in English in Year 2, and for those who need extra help with literacy in the same year, is very good and sometimes excellent. These group arrangements occasionally extend to pupils who are high attainers in mathematics. This high quality of teaching recognises the different needs of boys and girls to ensure they achieve to the best of their capabilities. The school has made good efforts to improve the quality of resources for teaching boys, for example selecting books that boys may enjoy reading.
28. The teaching of science, information and communication technology and art is good across the school. The teaching of music is good by both the specialist teacher and class teachers. Class teachers are given good support in music teaching. However, in a few lessons teachers lack confidence in the teaching of religious education. In these lessons, pupils learn factual information satisfactorily but, on occasions, there is insufficient stimulation for pupils to develop an understanding at a deeper level. This is sometimes due to the teacher's inability to create a suitable situation in the lesson in which pupils might use their imaginations. In other lessons it is due to teachers' lack of confidence to develop issues. For example, in a lesson on harvest festival the objective of the lesson was to explore natural things. This limited opportunities for pupils to develop fuller understanding of other aspects, such as why Christians celebrate a harvest festival and what are its origins and what does it mean to Christians?
29. Teachers use probing questioning effectively to promote pupils' learning. This together with very clear planning and clear learning objectives that are made explicit to the pupils, are strengths of the teaching. Teachers' management of pupils overall is good, but in a few lessons, there is over use of praise to encourage pupils. This is inappropriate on those occasions when their work or behaviour does not deserve such praise. Based on the National Literacy and Numeracy Strategies, teachers have adopted a similar lesson structure with a final session or plenary at the end of most lessons. The majority of teachers use this time successfully. A few are less

effective because they do not allow sufficient time or because they do not use the time effectively to assess, reinforce and extend pupils' learning.

30. There are effective procedures for assessment in literacy, numeracy and science. Teachers set learning targets and have begun to track pupils' progress. The systems have only recently been put in place because of a large turn over of staff that has delayed the impact of the new procedures.
31. In a few lessons where teaching is less effective there is insufficient challenge for high-attaining pupils. Although much improved since then, this weakness was identified in the previous inspection. On a number of occasions the over dependence on work sheets leads to a lack of independent learning and working.
32. Classroom support staff are well qualified and usually well briefed by the class teacher. They make a substantial contribution to the teaching and learning within the school, frequently extending the effectiveness of the class teacher in lessons. On a few occasions the delegation of responsibilities is inappropriate. This is in lessons where pupils are split into two groups. The support assistant is given full responsibility for one group and is unsupervised by the teacher, who takes a second group into the computer suite. In reading lessons, support staff are not always available to circulate, to intervene and interact with all groups of pupils in order to encourage and support independent learning and good personal and social interaction.

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

33. Since the previous inspection, the school has maintained its curricular strengths and made improvements in areas that were identified as having weaknesses. The balance of time in the curriculum is better than it was at the time of the previous inspection. Teaching time now meets that recommended nationally for pupils in Years 1 and 2, although there is still some small loss of time between lessons, assemblies and breaks, when lessons are not started promptly.
34. Provision for science, information and communication technology and religious education has improved, resulting in the better attainment and progress of pupils in these subjects. Science is still allocated a relatively low proportion of time, although this does not appear to have significantly affected standards. There is appropriate emphasis given to developing pupils' skills in literacy and numeracy using the recommendations of the national frameworks, although recent changes to the implementation of the National Literacy Strategy have led to a reduced emphasis on teaching reading skills. The school provides very good opportunities for the development of speaking and listening skills. Pupils' confidence in this area is further developed through performances. Pupils are being encouraged to carry out practical activities, challenges and investigations, and these could be further developed. Appropriate links between subjects are being made, such as using information and communication technology to develop work on mathematical shapes and applying literacy skills in history.
35. The school has recently developed appropriate guidelines for personal, social and health education, but these have not been made explicit to teachers and so are not yet consistently implemented. Some health aspects, such as *Drugs Awareness* are addressed by class teachers in other subjects, but this needs to be planned more

formally to ensure appropriate provision and a consistent approach. Parents are given appropriate notification of the school's *Sex Education Policy* in the school brochure.

36. The Foundation Stage curriculum is very good. It covers the prescribed areas of learning for the under fives and provides a good quality and range of learning experiences through an integrated approach.
37. Teachers plan collaboratively in each year group and there is an effective whole school approach to planning. There are schemes of work for each subject that support continuity and progression in learning from one year to the next although planning for meeting the needs of pupils of different abilities is not always clearly identified.
38. The provision for pupils with special educational needs is very good and this is a strength of the school. All pupils enjoy full and equal opportunity of access to the curricular and extra-curricular provision made by the school. The system of support for lower attainers, both in class and through withdrawal groups, makes a substantial contribution to the progress of these pupils. Pupils' needs are identified promptly and monitored carefully. Reviews are carried out correctly, with parents being involved at an early stage. Individual education plans are of good quality, with clear targets based on realistic steps in learning. The requirements of the Code of Practice are met and the school has made good steps in adjusting its procedures to meet the statutory changes to special educational needs provision, which are due shortly. The school is aware of the need to include in its curriculum planning the new government initiatives relating to *Citizenship* and *Social Inclusion*.
39. The school makes good use of the local community to enhance the curriculum. Visits to museums, galleries and other places of interest are a regular feature of school life. There are good links with the local church. Visiting authors, poets and musicians enrich pupils' experiences. Music is a particularly strong feature of the school and pupils have opportunities to perform as well as to see professional performances. Peripatetic instrumental tuition is provided for piano and violin. The *Bookworm Club* provides access to the school library several afternoons a week. There are also some after-school clubs which are run on a private basis. The school has constructive links with the local junior schools.
40. Provision for pupils' spiritual, moral, social and cultural development is good overall.
41. The provision for pupils' spiritual development is satisfactory. Assemblies and church celebrations make a significant contribution by helping pupils to reflect on their own and other people's lives. A good example of this was the school's harvest festival celebration, which gave thanks for food through music and poems but also emphasised the deprivation of many others throughout the world. Some teachers encourage reflection and empathy well in religious education lessons but teachers often miss opportunities to explore with pupils sensitive issues and to discuss feelings. Where teaching is good, pupils become aware of the wonder in the world around them as in pupils' response to seeing the colour and patterns resulting from the absorption of coloured water in a Year 2 science lesson. Statutory requirements for the daily act of worship are met.

42. The school's arrangements for pupils' moral development are good. There is a very positive supportive ethos. Moral issues are addressed through the school's daily life and, from an early age, pupils develop a clear understanding of right and wrong. Pupils are encouraged to help and support each other and there is a strong sense of community. There are good examples of pupils being encouraged to take responsibility. A pupil was responsible for taping the class music lesson. In a religious education lesson, pupils were asked to choose someone to work with whom they would not normally select. All managed this sensitively. School and class rules reinforce the moral code for behaviour. Pupils displayed sensitivity to moral and social issues in their contributions to the local community's *Millennium Book*.
43. Provision for pupils' social development is very good. Teachers expect pupils to be polite to each other and to the adults working with them. Pupils are generally very willing to take turns, to share and to listen to one another. They work well collaboratively, working in pairs in the computer suite or setting up the decorations in a booth for the Jewish festival *Sukkah*. Pupils respond well when asked to move quietly around the school so as not to disturb other classes. Year 1 pupils were well behaved and on task whilst walking around the school grounds to look for mathematical shapes. The behaviour of pupils in church for harvest festival was exemplary. Most parents feel that the school achieves high standards of social behaviour and the inspection confirms this view.
44. Opportunities for pupils' cultural development are satisfactory. The school provides a good range cultural experiences using places of interest in the London area. Multi-cultural education is promoted through different aspects of the curriculum but does not feature as strongly as one might expect to reflect the multicultural diversity of the pupils in the school. Pupils have opportunities to experience music and art from other cultures. They see a dance group as part of their study of Diwali. In the harvest festival celebration, one of the songs performed was of Afro-Caribbean origin and involved pupils from several different ethnic backgrounds.

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

45. The provision for ensuring pupils' welfare is good. The school provides a secure and happy environment in which pupils are well protected and their individual well being is effectively promoted. Assessment procedures have improved since the previous inspection. Teachers are very sensitive to the needs of those in their charge. Due to many changes in staff during the past year, teachers' knowledge of individual pupils has been re-evaluated. The trusting relationship which the pupils enjoy give them confidence to share any concerns and helps them cope with the problems that arise in everyday life.
46. Governors have a responsible attitude towards health and safety. The risk assessment aspects and routine tasks delegated to the caretaker are handled in an extremely practical and conscientious manner. The health and safety policy document requires a review of content to specify more school related detail and to verify its ownership. During the inspection, security to the building was of a high standard and there are no outstanding safety issues that may constitute a hazard to pupils.
47. The school complies with the local statutory child protection procedures. All staff have received training in identifying indicators of possible abuse and unexplained

changes of behaviour or personality. This is an improvement since the last inspection, when it was noted that staff had not received appropriate training. Staff are aware of their responsibility to alert the headteacher at the earliest opportunity if found necessary. Liaison arrangements that the school has made with many of the support agencies are good with the educational welfare officer visiting the school at least once a month.

48. Procedures for monitoring and supporting pupils' personal development are good. Pupils' achievements in all areas of their life are celebrated. During class lessons, pupils are given sufficient opportunity to openly express their feelings for others and to discuss their lifestyle and achievements. Significant personal development details are recorded and relevant information is included in the annual report to parents. Those pupils with special educational needs requirements are well supported through their individual educational plans.
49. The school has improved its procedures since the last inspection for assessing pupils' attainment and progress, but these have not been consistently introduced at all stages of learning. A recently appointed assessment co-ordinator is using a computer programme to track pupil progress and identify the added value that the school provides. The method of tracking adopted ensures that low-attaining pupils are identified and given appropriate support. Pupils entering the reception class are assessed in line with statutory requirements.
50. Good procedures for monitoring attendance are fully implemented and comply with statutory requirements for class registration. Data is effectively collated and used to analyse individual and group trends of absence.
51. The schools procedures for monitoring and promoting behaviour are good. They are well known to parents and through the home-school agreement have been successfully implemented throughout, with effective results. The school policy makes clear the intolerance of bullying and racial and sexual harassment. Any isolated incidents that have arisen, have been dealt with firmly at source. Pupils are rewarded for good work and behaviour in the school, and outside whilst on organised visits. Suitable supervision is provided during lunchtime and playtime.
52. The school effectively implements the provision outlined on pupils' statements of special educational needs and in their individual education plans. The special educational needs co-ordinator has good liaison with support agencies. There are systematic procedures for informing parents and involving them in the procedures taken to support their child. The initial informal point of contact is through the class teacher. Parents are encouraged to attend meetings with the special educational needs co-ordinator and other appropriate staff, and the school makes every effort to meet with those parents who find it difficult to come to school at specific times. Effective records are kept. Pupils are set learning targets on their individual education plans. These are reviewed half-termly, with clear criteria for achievement.

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

53. Partnership with parents is generally good, with many very good aspects and, overall, has shown many positive improvements since the last inspection. Parents are very supportive of the school and their contribution has had a beneficial effect on the pupils learning. Those parents who responded to the pre-inspection

questionnaire, and those interviewed during the inspection, indicated overwhelmingly that their children like attending school and make good progress.

54. Parents receive regular newsletters, which contain details of school activities and progress reports on school plans. Curriculum information is distributed in topic grids, a simple and explicit format for each year group, and appreciated by most of the parents. Written reports are sent out during the summer term informing parents of their children's educational development. The reports are evaluative. They include detail of areas for development and useful comments and suggestions on how parents can help their children. These issues can then be discussed with the class teacher during pre-arranged meetings.
55. The school prospectus has recently been updated and its contents meet statutory requirements. Parents receive a planner every half-term, which provides details of the activities their child will experience and a class timetable. Other information for parents is displayed on a large notice board outside the school. Parents interviewed expressed concern about the amount, regularity and purpose of homework. This view was reflected in the questionnaire when only 68 per cent agreed that their child gets the right amount of work. However, the inspection found that the amount and frequency of homework are appropriate for this age group.
56. The parent/teacher association in the school is a very strong and supportive body. Through various organised events they have provided the school with a substantial amount of financial assistance, which has been used to improve resources and develop pupils' learning. The computer suite has been partly furnished by parental support, has a range of items that include an overhead projector, portable cooker and toys for the reception-year pupils. The school encourages parents to help in the classroom and they have responded by helping with reading, school trips and other aspects of school life.

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

57. Since the previous inspection the headteacher and key staff have introduced a number of whole school initiatives that have significantly improved the quality of education offered by the school. The school has appointed a significant number of new teachers, including three who are newly qualified teachers. Effective induction procedures were in place to enable them to settle quickly. The high quality of procedures ensured that all teachers are working closely as a team, even though many had been in school for only a few weeks at the time of the inspection.
58. The appointment of a dedicated special educational needs co-ordinator without class responsibility has improved the management and arrangements for the education of pupils with special educational needs. These are now very good.
59. The special educational needs co-ordinator is very well organised and provides useful guidance for teachers. Funding for special educational needs is used appropriately and extra adult support is given to specific pupils in class as appropriate.
60. The curriculum committee of the governing body provides a strategic overview and has a good understanding of the requirements of special educational needs arrangements in school. Two governors have specific responsibility for special educational needs. Arrangements are effective for pupils who have English as an

additional language or for those pupils who are from minority ethnic groups and care is taken to ensure all pupils are included in school activities.

61. Together with the governing body, the headteacher has developed a clear vision for the future of the school. Many teachers have fully delegated responsibilities for the curriculum and ably support the headteacher. The governing body has strengthened the senior management team by including an assistant headteacher. The previous inspection took place in November 1999. Since then the headteacher and governing body have effectively built a new team of teachers after a period of some turbulence in the staffing of the school. It is this high turnover of staff that has delayed the implementation of some whole school procedures, but overall the situation has been well managed. In particular the implementation of a set of whole school assessment procedures has been effective and is a factor in rising standards in the school. However, it has been introduced so recently that it is not yet consistently implemented across the school. The school improvement plan is effective and includes priorities for the school's development that are costed and have criteria that enable the school to judge its effectiveness. The governing body played a major role in developing this and is much more involved in the life of the school, visiting frequently, monitoring teaching and learning and holding the school to account.
62. In light of the issue raised in the last report, the school analyses pupils' progress in a more systematic way and has clear targets for groups of pupils, such as those with special educational needs and those with high attainment. The arrangements for pupils with special educational needs have been particularly effective. The arrangements to extend pupils of high-attainment have not achieved the same degree of consistency and there is room for improvement. The school has addressed effectively the issue of improving team work. The school has a well qualified staff, including learning support assistants, all of whom work well together, have a strong commitment to the school, and morale is good. The school now has a very good capacity to continue to improve standards, and the motivation to succeed.
63. The governing body has played a significant role in improving the quality of leadership and management. Prior to the previous inspection, governors were supportive but had less involvement in school development. They were not always fully aware of school issues. This has improved significantly. They continue to support the headteacher as before but give her more practical help. The governing body works more closely with the headteacher to develop the quality of teaching and learning, reducing her burden of responsibility to some extent and acting as a critical friend. The monitoring of teaching and learning is effective and the governing body and headteacher are fully aware of the strengths and weaknesses of the teachers and support staff. This enables them to give appropriate support and develop the quality of teaching.
64. Significant development of the reception classes has taken place. This has enabled the quality of education of this age group to remain very effective. This is despite changes of staff, the introduction of the new early learning goals and the adoption of the Foundation Stage curriculum for children of this age. As during the previous inspection this stage is a strength of the school.

65. Science, information and communication technology, religious education, geography and physical education were regarded at the previous inspection as lacking co-ordination in terms of the curriculum. This has been addressed and all subjects are now fully co-ordinated, and the curriculum has been carefully implemented following government guidelines. The school has introduced a computer suite that has significantly improved the quality of provision for information and communication technology. The administration of the school is also fully computerised and operates efficiently. Due attention has been given to implementing the National Numeracy and Literacy strategies. These have been largely successful. The recent adjustment to the approach to literacy to develop the quality of writing has been very successful in raising standards. It has, however, reduced the emphasis given to reading, consequently reducing the effectiveness of skills development.
66. The school effectively prioritises development through its school improvement plan and uses this to guide financial expenditure that also takes into account the principles of best value. Careful husbandry of resources and appropriate use of grants allocated to the school has enabled it to weather a particularly turbulent period with regard to staff. Seven out of nine teachers are new in recent months. The school has continued to develop and improve where possible during this period. Given the previous turbulence in staffing, the contingency fund of 5 per cent of income is an appropriately cautious measure. All statutory requirements are met. When account is taken of the improving standards, the good quality of education offered and the average cost per pupil, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The governing body headteacher and staff should improve standards by:

- reviewing the structure of literacy lessons to ensure that all the elements of the teaching of reading are given appropriate emphasis and are seen as part of a coherent whole school approach to literacy development; (paras: 4, 24, 25, 29, 34, 85, 86 and 88)
- ensuring greater involvement of parents in pupils' reading at home. (paras: 4, 24 and 87)

The headteacher and staff should implement consistently the newly introduced procedures for assessment of pupils' progress by:

- clarifying the teachers' assessment and evaluation documentation for units of work in all subjects; (paras: 61, 100, 122, 129 and 155)
- using the data currently available to track individual pupils' progress, in order to inform planning and to improve the pitch of work for all pupils, but especially those of high-attainment. (paras: 37,100 and 155)

### Minor issues

The school should develop the consistency of approach to the final or plenary session used in many lessons by:

- allocating sufficient time;
- using available time to evaluate and extend pupils' learning, using the best practice in the school as a model. (paras: 27 and 97)

Review the occasional use of support staff in lesson supervision to ensure that they are used appropriately. (paras: 25, 29, 32, 85, 99 and 112)

Develop a personal, social and health education policy and programme to ensure consistency of implementation. (para: 35)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	17	19	22	0	0	0
Percentage	2	29	32	37	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	256
Number of full-time pupils known to be eligible for free school meals	43
<b>Special educational needs</b>	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	78
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	12
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	7.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	39	46	85

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	35	37	36
	Girls	43	42	43
	Total	78	79	79
Percentage of pupils at NC level 2 or above	School	92 (91)	93 (92)	93 (92)
	National	83 (82)	84 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	33	34	36
	Girls	43	39	41
	Total	76	73	77
Percentage of pupils at NC level 2 or above	School	89 (90)	86 (92)	91 (96)
	National	84 (82)	88 (86)	88 (87)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	5
Black – other	2
Indian	6
Pakistani	1
Bangladeshi	1
Chinese	0
White	115
Any other minority ethnic group	28

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.9
Number of pupils per qualified teacher	28.8
Average class size	28.4

#### **Education support staff: YR – Y2**

Total number of education support staff	9
Total aggregate hours worked per week	156

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	577,423
Total expenditure	583,505
Expenditure per pupil	2,307
Balance brought forward from previous year	35,876
Balance carried forward to next year	29,794

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9.0
Number of teachers appointed to the school during the last two years	7.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	256
Number of questionnaires returned	48

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	40	46	6	0	8
Behaviour in the school is good.	42	46	4	2	6
My child gets the right amount of work to do at home.	33	35	17	0	15
The teaching is good.	44	44	2	0	10
I am kept well informed about how my child is getting on.	33	44	17	0	6
I would feel comfortable about approaching the school with questions or a problem.	71	25	0	4	0
The school expects my child to work hard and achieve his or her best.	48	42	0	0	10
The school works closely with parents.	48	35	10	2	4
The school is well led and managed.	54	35	0	4	6
The school is helping my child become mature and responsible.	42	48	0	4	6
The school provides an interesting range of activities outside lessons.	15	48	23	6	8

### **Other issues raised by parents**

None.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

68. The arrangements for children in the Foundation Stage are good and children make good progress. This continues the high quality education identified in the previous inspection and builds on the good work then. The school has successfully implemented the Foundation Stage and the early learning goals that make up the curriculum. The quality of teaching is very good and the Foundation Stage is a strength of the school.
69. Children are admitted to the reception class in both September and January in the year in which they are five. They are assessed when they come into school to see what their general abilities are. Many of the children have experienced pre-school or play-group education prior to starting at this school. When they start school their standards are in line with those expected for children's age and many have well developed speaking and listening skills.
70. The quality of teaching in Reception classes is very good. Teachers have fully adopted the new curriculum and work very effectively towards the early learning goals. They plan their lessons well and use a wide range of teaching strategies. They frequently use resources that they have produced themselves. They know the children well and the three teachers work closely as a team to ensure a consistency in their approach to teaching. They have very good strategies for managing children and develop good relationships with the children in the Foundation Stage.
71. The Foundation Stage is well managed and the co-ordinator works closely with a strong group of teachers. This ensures a consistency of approach, which was apparent during the inspection. Children with special educational needs are identified early and the teachers' effective planning ensures that they are fully supported during lessons. Similarly good arrangements are made for children who have English as an additional language or are from minority ethnic groups. Great care is taken to ensure that all children are fully integrated in all activities and that classrooms are harmonious places. This was apparent during the inspection.

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

72. This is effective and children adjust quickly to school life. The very good teaching encourages children to become independent and make choices when they use the different activity areas, for example when they play with sand and water. The school had been open for only a few weeks at the time of the inspection, yet the children are well adjusted and settle into school quickly in the mornings. They show keen interest in what they are doing and are attentive to teachers.
73. Children show awareness of each other during lessons, are keen to work with others and do so showing remarkable maturity on occasions. Often there is a very quiet purposeful working environment in the classroom. For example, in one numeracy lesson when children used dice to count they showed high levels of concentration for their age. Teaching is very good. Teachers establish an effective working situation,

lessons are well planned to make sure all pupils are participating and teachers keep records to ensure that all children have access to a range of activities that are offered.

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

74. Many children are articulate even at this early stage of the school year and they make good progress towards reaching this early learning goal. They willingly take part in class discussions with the teacher and listen intently during presentations. This leads to good learning. For example, in a good literacy lesson, a group of children carefully worked on a worksheet to follow up the story of the *Little Red Hen*. Then, with some help, they wrote out words they had selected from the story and effectively recalled the story of the *Little Red Hen* making bread. In other language and literacy lessons children study particular letters and sound them out as a method of developing reading. For example, a group of children worked on the letter 'r' with the teacher and chose many words that begin with this letter. They then carefully select words such as 'ribbon' and 'rabbit' from a box. In another good lesson children were encouraged to predict what might happen to the *Little Red Hen* and matched their ideas with the story, developing their skills of prediction. Children show awareness that the written word transmits meaning and that writing goes from left to right. High-attaining children make an attempt at reading simple story books and relate the content one to another. They write their names with varying degrees of legibility and copy words from the stories that the teacher reads. Others choose letters to make up words they have been given from the story. However, children are not grouped according to ability because the teacher is still assessing their attainment levels at this stage of the year. Children develop their writing skills by attempting to write the letter of the day. The quality of their writing varies but there was obvious progress during lessons. The teaching is very good. The range of activities offered is effective. The three reception teachers' joint planning gives a consistency of approach. This enables children to progress effectively and thrive. Assistants are used effectively when they are available to extend children's learning, particularly in group work. Constant evaluation of individual children's progress takes place so that lessons are modified to maximise children's learning opportunities.

### **Mathematical development**

75. Children's attainment is in line with that expected for their age when they enter school. They make good progress and have a good understanding of what number is, and achieve well towards this early learning goal. Lessons are often practically based and effective at developing children's mental skills. For example, in one lesson the children physically marked out a pattern of movements, such as a clap of the hands and two jumps repeated. Initially, children found the process easy but, as the variation of the patterns extended, they found it increasingly hard to remember the sequence. However, the teacher realised this and used a different approach. She used various vegetables, starting with one potato and one sprout repeated and then two potatoes and two sprouts, and so on, repeating the pattern on the ground with the children. Children were able to carry over the concepts from the physical activity effectively and developed a good understanding of a mathematical pattern. This very good lesson is also a good example of the modification of lesson planning in light of assessment of pupils' progress. Children learn to weigh and measure informally when playing with water and sand, and teachers and assistants are careful in their intervention to draw out learning opportunities from these activities.

The quality of teaching is very good. Teachers use a wide range of resources, many home-made, to make lessons fun for this age group. For example, in one lesson a child dressed as a postman and delivered up to ten parcels to help pupils count. Children chanted out the numbers as they were delivered. Many know numbers to ten both in order and randomly. Some children know numbers beyond ten, up to 40 and beyond when counting. The quality of probing questioning is a particularly good feature of the teaching and is a factor in extending children's learning.

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

76. Children quickly develop an understanding of the world in which they live. Children have the opportunity to recall what they have done over the weekend as they sit in a circle. Care is taken to ensure that all children participate frequently in discussion sessions. Teachers use a puppet as a mechanism both for gaining attention and ensuring all children take part as it is sent round the circle. Information and communication technology is used well to develop skills as children learn to use the mouse and find an icon on the screen. Some children are sufficiently advanced to produce a picture of their favourite food based on a lesson about themselves. In this lesson, children illustrate their ideas in various ways, such as modelling and making a collage. Whenever possible, teachers take children outside on the playground for practical work and play activities. Although there is no designated play area for reception classes, it is used effectively for these activities. Children also understand the importance of helping people by giving to people in need. As part of a lesson linked to a harvest festival at the nearby church, children bring in various foods and compare their situations with those less fortunate than themselves. They also learn about the concept of greed and why this is not desirable. Children discuss what they can do to help if someone is in trouble. Their caring answers show good moral development, linking well with their personal development as well as developing an understanding of the wider world. Teaching is good. Teachers provide many opportunities for children to begin to understand their place in the world through many carefully planned activities and good dialogue with children. Progress to this early learning goal is good.

### **Physical development**

77. Standards in physical education are in line with those expected for children's age and they are working well towards this early learning goal. Despite having no specific outside area for children to play, teachers make sure that physical development is good, both by giving them more formal physical education lessons as well as allowing other play activities outside in the main playground while older pupils are in class. They use the high quality playground large and small apparatus sensibly and safely. As part of their work on finding out about themselves children warm up, finding their own space and '*being safe*', developing spatial awareness. Children move round the hall vigorously. The teacher ensures that children become aware of their own increased breathing and heart rate, and why exercise is important for a healthy body and heart. This development of movement skills helps develop children's co-ordination as well as ensuring good exercise. In one good lesson for example, children learned how to move in different ways. They jumped, tiptoed and skipped in time to the taped music and instructions. In this lesson, there were good links with numeracy as children sang a song about their hands as part of the cool down session at the end. In other lessons, children learn to jump well using mats, and demonstrate their skills to each other, showing good control when tiptoeing around the mat. The teaching is good. Teachers make sure that there are

many opportunities to develop children physically by linking movement to many other activities, such as literacy and numeracy, through lots of practical activities.

### **Creative development**

78. Skills are well developed in this area of learning. The teachers organise their classes so that they and their assistants give many opportunities for children to develop their creative skills. Children have frequent access to building blocks, paint, pencils and crayons. They use glue and scissors dextrously, and use computers to create pictures of their favourite foods as a follow up to a lesson about *myself*. One pupil used his imagination and created pictures of sausages, peas and potatoes and another turned it into a sandwich by drawing a box around it. Pictures of people, or self-portraits, drawn by the children, are usually recognisable and have details such as ears, hair, noses and mouths. The level of observation varies but there are good examples of drawings showing considerable detail. Children use modelling material to press, pull and manipulate. They enjoy singing both to nursery rhymes unaccompanied and with the piano. Children participate well in the actions that accompany some songs, such as *'down in the jungle'* and *'up like a rocket'*. The good teaching enables children to make good progress and the majority achieve this early learning goal by the end of the Foundation Stage.

### **ENGLISH**

79. The inspection found that standards in English overall are at least in line with expectations for pupils in Year 2 at this early point in the academic year and are likely to be above expectations by the end of the year. Standards remain at a similar level to the previous inspection. Pupils with special educational needs are very well supported and make good progress. Those with English as an additional language or who are from minority ethnic groups, are also well-supported and make good progress.
80. There was a significant decline in standards in reading, writing and spelling in the year 2001 national tests. The school had identified this particular year group taking the tests as weaker than usual and also when the present Year 2 pupils were in Year 1, they had a disrupted year with a large number of different teachers. These factors had a negative impact on the pupils' achievements and learning. Nevertheless, the trend of attainment above the national average in recent years was reflected in the inspection.
81. Teachers provide very good opportunities in many subjects for speaking and listening in a variety of situations in lessons and the standard is good frequently very good. In literacy lessons, teachers give very good opportunities for pupils to discuss in pairs. In a Year 2 class, for example, pupils were asked to discuss in pairs the planning of a story and to make a decision about what the next event in the story should be. They did this enthusiastically but sensibly, and came up with some very imaginative ideas. When pupils speak in front of a large audience, such as at the harvest festival, some do so individually, with confidence, and use a microphone. Pupils demonstrate a high standard of performance. Teachers develop pupils' speaking and listening skills well through probing questioning and the use of effective dialogue between the teacher and the pupils.
82. Standards in writing are improving and are above those expected for pupils of this age. The school deliberately emphasises in the literacy curriculum the teaching of

writing skills. This has had a significant impact on improving pupils' learning in Years 1 and 2. Pupils achieve well. Many pupils write grammatically constructed sentences and learn to spell commonly used words correctly at an early stage in their school life. In all classes, teachers provide good opportunities for talking about writing, so that pupils are involved in the planning of their writing in a practical way. This strategy increases pupils' enthusiasm for writing and ensures they give it more careful thought. As a result of this good teaching, the pupils are achieving good writing skills, such as making short notes when planning the outline of their piece of writing. They are learning to use a variety of vocabulary and, when writing a number of sentences, are learning to do so logically and in a correct sequential order. This makes their writing interesting and ensures that it is not too repetitive. Most pupils are learning to use grammar correctly as well as simple punctuation. As a result of the increased amount of time and emphasis on the teaching of writing, many pupils get on with their work with confidence and independence. There is provision for higher attainers in Year 2 who are withdrawn from class in small groups to give them more intensive teaching. The excellent quality of this teaching is having a positive impact on standards. However, the quality of handwriting is very variable. The school is aware of the need to develop strategies to improve the teaching of handwriting.

83. In Year 1 pupils recognise many words which occur frequently in print. However, only the higher attainers use their knowledge of the alphabet sounds, and only these pupils have a real grasp of how to talk about their favourite parts of the stories and the characters in order to deepen their understanding of what they are reading. Although the school intends to allocate time for the teaching of library skills pupils are not yet confident in these. Overall standards are in line with those expected for pupils' age.
84. Standards of reading in Year 2 were in line with those expected for their age during the inspection. Many pupils in Year 2 generally understand that there is more than one way of working out unknown words. Average- and high-attaining pupils listen to themselves read and attempt to correct their own mistakes but their ability to do this varies widely. Lower-attaining pupils allow their own language to override the language of the book; for example, '*I went to go back home*' instead of '*I want to go back home*', without correcting themselves when the reading does not make sense. On some occasions, average-attaining pupils guess words rather than correcting their reading in the interests of accuracy. All pupils recognise the letters of the alphabet and know their sounds. Most, including some of the lower-attaining pupils know how to try to sound out and build up simple words. Some average and lower attaining pupils are hindered by not knowing more word building sounds, such as '*ea*', '*cl*', '*sh*', and '*th*'. Reading workshops are provided for lower attaining pupils in Year 2. The very good teaching in these groups makes this a very effective arrangement. When working with a specific group the teaching of reading is frequently very effective. It is not as effective with groups that are not given this attention.
85. The school has adapted the National Literacy Strategy to meet its situation and needs. This has resulted in a good improvement in the teaching of writing and standards in writing. It has, however, resulted in an imbalance in the teaching of reading and writing skills. The teaching of reading has become fragmented and not all elements of the teaching of reading are covered with sufficient emphasis. The rate of pupils' progress in reading is not keeping pace with the rate of progress in

writing because literacy development is not planned, taught and implemented as a coherent whole.

86. As a result of the school's adaptation of the National Literacy Strategy, the part of the literacy lesson that gives concentrated attention to the teaching of reading to groups of pupils, in turn, has been taken out of the literacy hour. This reading session takes place at a separate time of the morning each day. The teacher gives intensive teaching to one group per day in turn. The class support assistants work with a small group also. In these very effective reading sessions, the group that the teacher concentrates on makes good progress. Pupils learn strategies to answer comprehension questions, scan for information and practise reading out loud. The other groups in the class show clear signs of being independent workers and learners but this potential is not maximised. The level of task given to these other groups is not always sufficiently challenging to extend their learning. The class support assistants are not free to provide good interaction and intervention with these independent groups in order to promote their learning, or to support their personal and social development, when sharing equipment and collaborating.
87. Pupils take home books to read regularly. They have a wide choice and choose from interest. However, there is no mechanism, for example, through a home/school record book, for parents to inform the school on a daily or weekly basis how they find their children's reading of these books, or for the school to monitor whether the pupils do indeed read to their parents.
88. The quality of teaching in English is good overall. It ranges from excellent to satisfactory. The good quality probing questioning by teachers, either in class or smaller groups, is a strength of the teaching in most classes. In the most effective lessons good attention is given to the teaching of reading in the first parts of the literacy hour. Teachers use *big books* to effectively support the teaching of reading by questioning pupils, through discussion and linking the sounding out of words and letters to the *big book*. In a few lessons pupils do not always participate fully in reading the *big book*. This is because the teacher does not sufficiently involve them and pupils, therefore, consider it a story lesson rather than a practical experience in reading. In the more effective lessons the teachers give tasks to their pupils that are well matched to their needs and abilities. In some class lessons, tasks are not well matched to the needs of the higher attainers because teachers do not sufficiently extend the range of work that they are expected to do. The use of the final session in literacy lessons is variable. The majority of teachers use it well to reinforce and extend learning, others make it just a brief time for a few pupils to inform the class what they have been doing. This is often because the timing of the differing parts of the lesson has not been well judged, leaving insufficient time for the final session.
89. Literacy is well used in other subjects of the curriculum. For example, the higher attaining pupils use their writing skills in history to explain how they empathise with people who lived in previous centuries. This resulted in some very effective poems.
90. Resources are good overall and sets of books for reading sessions have improved considerably. The co-ordinator is new to the school and to the management of the subject. The high percentage of new members of staff means that development of the subject is constantly being reviewed.

## MATHEMATICS

91. By the age of seven, pupils' attainment overall is at least in line with national expectations and standards appear similar to those at the time of the last inspection. Pupils with special educational needs are well supported in lessons and make good progress. Those who have English as an additional language or are from minority ethnic groups are fully integrated and achieve similar standards to their peers.
92. Most of the pupils' work observed in classes and recorded this year relates to work on shape and measures. Year 1 pupils can identify and name common two- and three-dimensional shapes. They understand the differences between a flat and solid shape. They are beginning to use correct mathematical vocabulary when describing the characteristics of each shape. Pupils can use two-dimensional shapes to make patterns and pictures. They use computer programs well to support this work. Pupils of this age can count confidently up to 10 and back. They are able to calculate mentally in response to questions asking for 2 or 3 more than a given number. Information and communication technology (ICT) is used effectively in this subject, both in the classroom and in the computer suite. Pupils have access to a good range of mathematical games that improve their numeracy skills.
93. Pupils measure using non-standard measures such as cubes and blocks. They are developing a clear understanding of why standard measures are used and most are beginning to measure accurately in centimetres, using a ruler. Pupils recognise numbers to 100 and count forwards and backwards in tens. Most pupils are confident in mental addition facts to 10. In one lesson pupils quickly classified a number of addition sums as correct or incorrect. Pupils add and subtract using numbers to 20.
94. Evidence of pupils' work from the end of the last academic year indicates that pupils achieve well in some aspects of number work. By the age of seven, pupils round numbers up or down to the nearest 10. They are beginning to use multiplication. Higher attainers carry out addition using tens, hundreds and, sometimes, thousands. They identify number patterns and order numbers correctly. Pupils tell the time and carry out operations using money and measures.
95. Most pupils concentrate well in lessons and work together sensibly in practical activities. They are keen to respond to teachers' questioning and to offer ideas.
96. The teaching of mathematics is good or better in half of the lessons, and is never less than satisfactory. It is good overall. All teachers are working to the recommendations of the National Numeracy Strategy. Through effective use of the mental and oral start to lessons, pupils have developed good knowledge of number facts and use of mental strategies.
97. In the lessons observed, the main emphasis of teaching was shape, space and measures. Teachers used a variety of activities to engage pupils and relate their learning to practical experiences. In the Year 1 classes, pupils walked around the school grounds identifying and naming shapes. With an unusual old school building and interesting grounds, they were able to find a good range of shapes and discuss how they were used. Teachers usually give clear introductions to these activities which highlight what they expect pupils to learn by the end of the lesson. A Year 2 class was set an interesting investigation to find out the length required for a shelf to

hold pupils' lunchboxes. Following the practical measuring activity, the class teacher effectively encouraged and developed pupils' views on the most efficient way to store their lunchboxes. In the best Year 2 lessons, the quality of teachers' questioning and the way in which they used pupils' responses to develop their thinking skills was very good.

98. Where teaching was less effective, teachers did not choose activities and tasks that would be most effective in enabling pupils to achieve the learning objective. These teachers were not often sufficiently clear in their demonstrations and explanations to pupils.
99. A number of teachers do not make best use of the last part of the lesson. In this final or plenary session, teachers encourage pupils to talk about what they have been doing or to show their work. Often however, not enough time is left to reinforce what pupils have learnt or to enable them to make further progress using outcomes from the lesson.
100. Pupils' standards of work at the end of last year and the work that they are set now, indicates the good range of assessment and tracking information. However, this data is not being used sufficiently effectively to inform the pitch of work for some pupils, particularly the high attainers. This is because there is a high proportion of teaching staff are new to the school and they are not yet completely familiarised with the school's assessment system. Most teachers present a range of tasks that are slightly different for the range of abilities in the class. However, the tasks for the high attainers generally do not provide sufficient challenge to extend these pupils' learning. It is evident that, by the end of many lessons, high attainers have achieved little more than the rest of the class.
101. The mathematics co-ordinator was absent during the inspection. The caretaker co-ordinator has a clear understanding of the subject and an awareness of development needs. Opportunities for monitoring and evaluation need to be developed further to share good practice and improve the consistency of good quality mathematics teaching.

## **SCIENCE**

102. Standards are above the national average when pupils reach Year 2. They have improved significantly since the previous inspection because the school has:
  - prioritised teaching and learning in science in the school improvement plan;
  - introduced new units of work based on government guidance;
  - planned a range of practically based investigative activities for Years 1 and 2;
  - improved resources including information and communication technology facilities;
  - implemented monitoring of teaching and learning both within the school and through involving the governing body;
  - implemented a range of training for the co-ordinator and all the staff.
103. Whole-school assessment procedures have been developed that are beginning to improve teachers' knowledge of pupils' progress. This is already a factor in improving standards. For example, the school has focused on raising the standards of boys. The school has predicted that 68 per cent of boys will achieve the higher level results in the next round of national tests. The joint assessment of pupils' work

has been particularly effective in Year 2. Teachers' know their pupils well and past predictions for future performance of pupils are successful.

104. Pupils with special educational needs achieve well due to the good support they receive in the classroom. In practical activities they are achieving standards that are frequently close to those expected for their age. Pupils from minority ethnic groups or who have English as an additional language are fully integrated in science activities and achieve standards that are similar to their peers.
105. The introduction of new practically-based activities has been particularly effective. This approach stimulates pupils' interest in the subject and improves standards. It develops an understanding of scientific language and concepts such as '*fair testing*'. In a very good Year 2 lesson, for example, pupils were fascinated as they experimented with materials and their differing rates of absorption. They understood that for a fair test, the materials should be of similar size and dipped into liquid to a similar depth. Pupils took great care setting up the experiment and handled the materials sensibly. Pupils were highly motivated by the experiments and used language well to express what they found. They observed that the rate of absorption by some materials was very quick but then stopped whereas, in other materials, the rates of absorption were slower but they actually absorbed more liquid.
106. Pupils use language well in science lessons. In one Year 1 lesson one pupil said, '*I have made a chart of what animals can do.*' He then proceeded to explain in detail his findings. Literacy is well developed in this subject. Pupils work well collaboratively and frequently discuss with each other their findings, in some depth, showing respect for the endeavours of others. There are opportunities for pupils to record their findings using the computers both in the classroom and in the computer suite. Pupils use the numeracy skills they have learned to record data on experiments they have carried out. For example, in some lessons pupils identify what animals can do, fly, run or swim, and record their findings on a chart or graph.
107. The quality of teaching is good overall, but ranges from very good to satisfactory. For example, in one very good Year 2 lesson the teacher had carefully prepared for a whole class experiment. Much thought had gone into the preparation. For example, she dyed the water for use in an experiment on absorption to ensure pupils would be able to observe the rate of absorption more readily. She explained that to pupils as part of the experiment and constantly used probing questioning to develop pupils' learning. This ensured that higher attainers were able to deduct and predict what might happen to different materials before the experiment took place. In the lessons that are satisfactory pupils learned appropriately. However, these lessons lacked both the depth of discussion and learning of more effective lessons. Higher attainers were not given as much opportunity to extend their thinking, both verbally and in terms of follow-up work.
108. The co-ordinator is effective. She has prioritised the subject on the school improvement plan and introduced practical units of work that have proved very successful. She works closely with teachers, supporting their activities, and monitors their work by keeping an annotated record of work to check pupils' progress and coverage of the subjects. National tests are analysed and targets are set for pupils' future performance. Monitoring of teaching and learning takes place and the governing body and local authority adviser are effectively involved in this. Resources for the subject are good and readily available. They have recently been

significantly upgraded in quality. Overall, the subject is well-managed and the co-ordinator and staff are committed to raising standards across the school.

## ART AND DESIGN

109. The standards achieved by the time pupils reach Year 2 are above those expected for their age and are similar to the previous inspection. Standards are good because:
- there is a strong tradition of high quality art work displayed around the school;
  - the co-ordinator is knowledgeable and supportive of all staff encouraging pupils' high quality work;
  - the wide range of media and planned range of activities used by teachers is effective;
  - teaching of art is usually good.
110. Pupils achieve well in this subject, including those with special educational needs, who have English as an additional language or who are from minority ethnic groups. The subject is frequently an effective vehicle for less academic pupils to express themselves on a par with their peers.
111. The provision for art is good. Pupils learn to paint in the style of famous artists, like Henri Matisse. They learn to draw and show good pencil control when drawing still life, such as pots of flowers, or buildings, such as the church adjacent to the school. By Year 1, when they paint, pupils mix colours appropriately and know that certain colours when mixed together make other colours. They use various media well such as masking to show a particular shape by Year 2. Pupils paint a seascape and sky and mask out the shape of a boat with sails. They are beginning to understand the concept of perspective. After good discussion with the teacher in one lesson, pupils showed that they understood that the larger template of a boat should be in the foreground of the picture and the smaller template in the background to give the illusion of distance. In a Year 2 lesson, some pupils knew that the horizon is where the sea meets the sky. Across the school, pupils know how to use a wide variety of media such as paper cutouts and straws to make a display of dandelions and hanging models using cardboard, crepe paper and string. They use charcoal and understand the idea of shading with this medium. Portrait painting is good and pupils show a keen observation for detail. The subject is frequently linked to literacy. There are examples of illustrations of stories by Year 1 such as *'Anancy the Spider'* *'Handa's Surprise'* and the *'Fire Children'*. There is an awareness by teachers that the skills of learning to draw, paint and model help pupils develop the fine skills they need to write. There were also examples of pupils illustrating their work using the computer to paint or draw pictures.
112. The small amount of teaching seen was very good or good, except in some classes that had been split for art and design and information and communication technology, where lessons were satisfactory. In these lessons, art and design was taken by the support assistants, who lacked the subject knowledge to make them as effective as the teacher. In one instance, they lacked the pupil management skills to settle the group. Although the assistants were fully briefed, the full responsibility to teach a group for a complete lesson at this age is inappropriate. In the good or very good lessons, the teachers had good subject knowledge, planned the lessons well and the pace of the lessons was brisk. The intervention by the teachers ensured that pupils understood fully what was expected and pupils produced work of high

quality. In particular the high quality of display around the school not only makes the school a pleasant environment but also extends pupils' learning.

113. The subject is very well co-ordinated by the deputy headteacher. She has a passion for art and design, and uses her own high standards and good subject knowledge to motivate other teachers to achieve similarly high standards in their lessons. The school uses the government guidelines for the subject. The monitoring of art is mostly by the quality of work produced, although the deputy headteacher is able to monitor art incidentally and effectively as part of her senior management role.

## **DESIGN AND TECHNOLOGY**

114. No lessons were observed during the inspection period as work is planned in blocks of time and is scheduled for the following half term. Judgements are based on a limited amount of pupils' work from last year, including photographic evidence and on discussion with the subject co-ordinator.
115. On the basis of this evidence, pupils make at least satisfactory progress and, by the Year 2, their standard is at least in line with that expected for their age. Some of the photographic evidence of the items that pupils have made indicate good standards of achievement in imaginative design.
116. Pupils experience a good range of design and technology opportunities, often linked to learning in other subjects and specific occasions, such as Christmas. Pupils draw their designs, choose their materials and usually then make the model or artefact. In most instances they evaluate the product and identify how it might be improved. In Year 1, pupils were asked to design and make a room for a cat. They used a range of cardboard boxes as the room and furnished them imaginatively, demonstrating appropriate use of scissors, other tools and glue. Other work was related to healthy eating and involved visits to food outlets and food preparation.
117. In Year 2, pupils designed an '*Iron Man's*' head (based on a famous story by Ted Hughes), that included a moving mechanism. Records of their design, choice of materials and instructions for making demonstrates a systematic approach to designing and making. Other imaginative products include fun spectacles and a Christmas tree decoration to hold sweets. These show imaginative use of colour and design and effective use of a range of tools and materials. These older pupils are also able to make a vehicle with chassis and wheels.
118. There is a useful scheme of work in place and lessons are effectively planned in blocks to enable pupils to maintain interest and enthusiasm for carrying out a project. Assessment records are kept but they lack of clarity.

## **GEOGRAPHY**

119. The previous inspection reported that pupils achieved standards in geography that were in line with those expected for pupils' age. This inspection found standards remain in line with those expected for this age group. The weaknesses identified in the previous report, concerning planning and low level tasks being set, have been addressed. Pupils with special educational needs make good progress and achieve appropriately. Those who have English as an additional language or who are from minority ethnic groups achieve similar standards to their peers.

120. By the time pupils are in Year 2 they have become familiar with simple maps. Their skills in using them effectively are growing. They learn how to label maps and how to use grid references to put landmarks in the correct places. This has led pupils to extend their skill of plotting simple routes that contain clear simple instructions. They identify the different countries of the United Kingdom on a map. Pupils identify features of their own locality and compare them with the features of a different location. In doing so they extend their knowledge of the geographical features of islands. There are good links between geography and other subjects. Learning about the many different forms of transport used across the world links with the history of transport studies at a different time. Teaching puts a strong emphasis on the understanding and care of the environment. Pupils are encouraged to think about it and come to their own conclusions. There is also a great effort teaching pupils to gain information from primary and secondary sources.
121. The quality of teaching is satisfactory overall. The planning that has taken place since the previous inspection has given the subject clear direction and strengthened the quality of teaching and learning. Expectations of the amount of work pupils do are high. Pupils' attitudes to learning geography are good. The resources for studying a contrasting location are very good and help to create the pupils' undoubted enthusiasm for this topic. The quality of teaching varies in the way these resources are used to match tasks to pupils' needs. In some lessons this done successfully, in others less so. Pupils with English as a second language and those with special educational needs make good progress.
122. Assessment of individuals' progress goes on alongside weekly lessons. There is an assessment at the end of each unit of work but these are very brief. They take different forms and therefore the information is passed onto the co-ordinator in differing ways. There is a lack of consistency in the procedures for assessment and its use.
123. Literacy and mathematics are well used in geography. Literacy is used for recording a great deal, for example for recording information that has been researched. On some occasions pupils employ what they have learnt, making short notes to record information. On others they need help in learning to find information from articles and magazines rather than copying large chunks of writing.
124. A co-ordinator was appointed following the previous inspection, which was an improvement. This has helped to develop the subject and improve resources. Since this co-ordinator's appointment to another post, a temporary co-ordinator was put in place. Pending replacement she ensures the subject continues to develop.

## **HISTORY**

125. Standards are at least in line with those expected for pupils of this age. The previous report stated that pupils make good progress, and this is still the case. The quality of the subject has been maintained since the previous inspection. By the time pupils are in Year 2, they have developed a sense of chronology by learning how time lines work. Pupils have acquired a knowledge of people such as Grace Darling, Florence Nightingale, Galileo, and events in the past. They have knowledge of the development of communication tools and of George Stephenson and The Rocket. Some of this work is closely linked to their own lives in school through studying the history of their own school, which is a great resource. It is old and housed in a listed building. Pupils with English as an additional language and

those with special educational needs make good progress along with their peers. Pupils from minority ethnic groups are fully integrated in this subject and achieve standards similar to their peers.

126. Only one lesson was observed during the inspection so it was not possible to make an overall judgement about the quality of teaching. Scrutinising pupils' work, photographs and other evidence from a collection of samples of work, however, strongly suggests that the quality of teaching is effective. Pupils work shows that they gain a good deal from the visits to places of interest which they make. The visit to the Transport Museum was particularly memorable. Pupils recorded their preferences of what they saw and revealed sound knowledge of how different forms of transport developed over the years. Pupils are encouraged to form and express opinions about the past in comparison to the present day. For example, they express their likes and dislikes of life in Victorian times, reflecting the conditions and lifestyles then.
127. Teaching and learning is particularly effective when pupils are taught to have some empathy for how people felt in the past. This is often linked to the use of literacy in history lessons. For example some higher attaining pupils wrote poems. One poem about a school in Victorian times was particularly evocative:

*My bottom is itchy  
I've got splinters from the wooden bench  
My voice is squeaky  
I can't remember 3x6  
My head aches  
The teacher always shouts orders  
I hate school  
I'd rather be at home playing I-spy*

128. The planning of the history curriculum has improved considerably and has impacted positively on the structure of lessons. The school has attempted to address the wide range of pupils' learning needs mentioned in the previous report. This issue has not been fully addressed, however. The commercial photo-copied sheets the school uses meet the differing needs of pupils' to a degree. However, pupils' learning of how to organise and communicate their findings about the past, is restricted by the use of so many photo-copied sheets for recording, especially for the higher attainers.
129. Assessment continues through the weekly lessons and there are end-of-unit assessments. The information, however, is not consistently applied to inform the planning of further lessons.
130. Resources are good, especially the range of artefacts. For example, pupils are able to learn to research and gain information about the development of farming from primary sources. During the inspection they were able to handle a very interesting set of old farming implements, which included some unusual ones, such as a horn for giving medicine to animals.

131. At the time of the inspection there was a temporary co-ordinator because of many staff changes and absence. However, management of the subject is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132. At the time of the previous inspection, standards by the age of seven were below those that were expected nationally. Teachers' subject knowledge was not good enough and the scheme of work had not been implemented consistently. As a result, ICT was identified as a key issue to be addressed. Following the implementation of the school's action plan, there has been a very significant improvement and standards are now good.
133. In Years 1 and 2, pupils systematically develop their knowledge of computer programs and icons displayed on monitor screens. They log on and access programs independently. Pupils enter, save and print their work. They have good control of the mouse. At the end of lessons they close down the computer.
134. In Year 1, pupils made a shape picture, accessing the correct shape and using the mouse and keys to adjust size and angle. Most use the colour option. Year 2 pupils use the cursor and return key to make lists and high-attaining pupils then number the listed items. Evidence from last year shows that pupils access a commercial mapping program and zoom in to a particular area. They design a page with a border and use different fonts and picture logos.
135. Pupils work independently and also collaboratively when required. They are supportive of less skilled peers and help each other. Nearly all pupils show very high levels of interest and concentration. Because of the recent improvements to the teaching of the subject there is not as big a difference as might be expected between the attainment of Year 1 and that of Year 2. However, the good rate of progress and use of the new commercial scheme of work should ensure that, by the end of Year 2, pupils' attainment will still be above that expected for their age.
136. Most of the teaching is good. Confident teachers identify the learning objective for the lesson and give clear instructions, often supported by demonstration. They check that pupils know what they are expected to achieve and circulate the class or group effectively, giving specific help and feedback as required. Pupils with special educational needs, and those with English as an additional language, are well supported. Pupils from minority ethnic groups achieve to a similar level as their peers. Pupils who achieve the initial task quickly are given further work to challenge and extend them. Teachers generally use the correct vocabulary when giving instructions and talking about the work. Where teaching is less effective, the teacher is not clear enough when giving instructions and explanations, and tries to use over simplistic terms to describe the procedures. Pupils are given good opportunities to refine and apply their skills through work linked to other subjects. The Year 1 *shape* pictures were directly related to their work on *shape* in mathematics lessons.
137. The headteacher currently has specific overview of the subject because of the high proportion of new staff. She has developed a good understanding of pupil attainment and progress in the subject at the end of Year 2 by evaluating the teacher assessments and looking at the outcomes from pupils' self assessment sheets.

138. The new ICT suite has made a significant contribution to improving standards of attainment. Pupils have access to enough up-to-date computers to enable a whole class to work in pairs or half a class to have individual use of computers. This has supported the structured teaching of skills and enabled pupils to have enough time to apply those skills independently.
139. The introduction of a new commercial scheme of work with associated software has supported teachers' delivery of lessons and ensured that pupils' ICT capability is developed systematically. Teachers have benefited from the recent national initiatives for their training, and most of the teachers new to the school have appropriate knowledge and expertise. Discussions with teachers and pupils, plus the recorded outcomes of work from last year, indicate that the four aspects of the programme of study for ICT are addressed appropriately. Pupils are confident in exploring and using ICT for a variety of purposes.

## **MUSIC**

140. By the age of seven pupils are achieving good standards for their age. Attainment in singing is very good throughout the school. Pupils with high levels of musical ability and an interest in performing are given good opportunities and support to develop individual performance skills and confidence. Pupils with special educational needs and those with English as an additional language achieve well and make appropriate progress. Those pupils who are from ethnic minority groups achieve at a similar level to their peers.
141. Pupils sing well. They can sing a variety of songs from memory and use their voices expressively. In the Year 1 singing lesson, led by the music co-ordinator, pupils sang action songs with enthusiasm and enjoyment. Their timing was very good and they were given opportunities to further improve their personal performances. Similar confident and enthusiastic performances were observed in the following Year 2 singing lesson.
142. Pupils play a range of tuned and untuned percussion instruments. They can follow a rhythm and use the sound of particular instruments to create a mood or replicate a natural sound. In Year 2, pupils used instruments to create the sound of the sea and storms. They play louder and softer as appropriate and keep in time with the singing.
143. The quality of the school's music was clearly seen in the performance of pupils at the harvest festival celebration. All pupils sang clearly and confidently in front of a large audience. They were able to follow the directions of the teacher to start and stop together and when to stand and sit. Individual pupils sang with some exceptionally good performances for their age and were able to use a microphone and to sing alternate parts. A small group of pupils played percussion instruments to accompany the singing and were able to combine musical elements in a structured way to create appropriate sounds for the songs.
144. The quality of teaching is good. In many lessons teaching is very good, with others being at least satisfactory. The music co-ordinator gives high-attaining pupils extra singing opportunities and simple instrumental tuition for those who wish to perform individually at specific school celebrations. However, the teaching of music by class teachers in their own classes is also good. Teachers encourage pupils to make choices in actions and use of instruments to accompany their singing. The songs

are well chosen to interest the class. In a Year 2 class the teacher read aloud a pirate story, dramatically providing pauses for the pupils to add their improvised accompaniment. Pupils' independence and responsibility was encouraged, with one pupil acting as a conductor for each group and another pupil taking responsibility for recording the performance. In another Year 2 class, the quality of the teacher's questioning and feedback enabled the pupils to develop their ideas and encouraged all to make a contribution. Pupils are given good opportunities to evaluate their work, share opinions and make improvements. They work well collaboratively in their music making.

145. The quality of music education in the school has continued to improve since the previous inspection and is a strength of the school. The effective leadership and teaching of the music co-ordinator has made a significant contribution to standards. The music co-ordinator has produced a good scheme of work and supported staff with guidance on its implementation. The scheme of work covers all aspects of the programme of study. Pupils are given opportunities to listen to music from other times and cultures, as well as developing their own musical skills.
146. A good range of musical opportunities is provided in lessons. This is extended by special events with visiting musicians and performances. Pupils also have the opportunity to learn to play the piano and violin with peripatetic music teachers. The enthusiasm and commitment of pupils is marked. All pupils have good opportunities to develop musical skills and to perform. More able pupils are challenged and supported to meet higher expectations of achievement. The subject is well resourced.

## PHYSICAL EDUCATION

147. When pupils reach Year 2 their standards at least meet expectations for pupils' of this age and are similar to the standards achieved during the previous inspection. Pupils have the opportunity to take part in dance, gymnastics and games. The school does not choose to offer swimming as it is not part of the required infant curriculum.
148. Pupils with special educational needs participate well in physical education lessons and are fully integrated, working usually at a similar level to their peers. Pupils from minority ethnic groups or who have English as an additional language are fully integrated and work at a similar level to their peers. Even pupils at the early stage of language acquisition follow activities by copying other pupils.
149. Pupils move vigorously showing confidence and usually good co-ordination. When moving around the hall, for example, they do so with good spatial awareness even at Year 1 and are careful not to collide with others. Pupils change quickly for physical education and they are appropriately clothed. Pupils are keen to participate and in most lessons, they go into the hall quickly and quietly. They learn to move in different ways, sometimes with short steps and sometimes with long steps. They hop, skip and jump. They make big expansive shapes and small curled up ones. Pupils show skill when they throw and bounce a ball to each other. They work well co-operatively and show enjoyment in lessons. Pupils listen closely to instructions and, for example, move in different ways. They jump like a *jumping bean*, make wide movements like a *broad bean*, narrow movements like a *stick bean* and freeze on the spot like a *frozen bean*. These are movements that pupils know already and they move appropriately. In dance lessons, pupils listen carefully to recorded

instructions and move to the music showing awareness of when slow movement and fast movements are indicated. A feature of all the lessons seen is that pupils put a great deal of effort into their physical activities and expend considerable energy. They are aware that with exercise, the heart rate increases and breathing becomes heavier. They also know that exercise is good for their heart and their overall well being.

150. The quality of teaching ranges from very good to satisfactory. In the very good Year 1 lesson the teacher encouraged pupils to change quickly and quietly. The warm-up session was brisk and challenged pupils physically. They expended a good deal of energy and were very active but very quiet, all the effort going into movement. The teacher used good probing questions to ensure that pupils know how to make *big wide shapes* and then move into *small curled shapes*. She used demonstration herself and of the pupils to exemplify the movement. Pupil management was very good and kept pupils on task for the entire lesson. In a less effective but satisfactory lesson, pupils were noisier and the teacher's pupil management meant that she had to slow the lesson to remind pupils of what was expected of them. In many lessons, literacy is effectively used when the teacher and pupils engage in a dialogue about a movement or when pupils give explanations of the movements they are attempting.
151. The subject is well managed. There is an appropriate range of both large and small apparatus. The deputy headteacher is the temporary co-ordinator, and in her role as a senior manager, has plenty of opportunity to monitor the subject informally. Similarly, progress is assessed informally. The school is working towards a whole school system for assessing all foundation subjects (subjects other than English, mathematics and science), but this is not yet in place.

## RELIGIOUS EDUCATION

152. The school has made satisfactory progress in addressing the issues for improvement in religious education that were identified on the last inspection. Sufficient time is now allocated for teaching the subject and the scheme of work has been implemented. Standards are better than they were at the time of the last inspection and, by the time pupils reach Year 2, they attain appropriate standards for their age. Pupils with special educational needs achieve appropriately and make good progress. Pupils with English as an additional language make a full contribution to lessons and achieve well. Those pupils from minority ethnic groups are fully integrated and make a good contribution to lessons comparing different religions.
153. Pupils throughout the school are progressively developing an adequate knowledge of Christianity and some understanding of other world faiths. Through their visits to the local church, they develop knowledge of Christian artefacts and practices. They talk about rites and celebrations, such as weddings, baptism and harvest festival. Most pupils can identify the different parts of a church. They know familiar Bible stories such as '*Noah's Ark*'. Year 2 pupils are developing knowledge of the Jewish faith and are aware of some of the similarities and differences to the Christian faith. The teaching of religious education is at least satisfactory and is sometimes good. Most teachers have satisfactory factual subject knowledge. However, too often teachers do not seem confident in discussing issues and encouraging opportunities for reflection to support pupils' spiritual development. Where teaching is good, teachers use artefacts and techniques of visualisation to promote pupils'

understanding and empathy with people of other faiths and other times. Some variable quality teaching was observed in Year 2 lessons that included a practical demonstration of how the people of the Jewish faith celebrated Sukkot. As well as erecting a 'Sukkah' booth and decorating it with fruit and vegetables, the more effective teachers used good questioning to encourage pupils to make links with their own lives and the current harvest celebrations.

154. The co-ordinator has encouraged teachers to adopt a teaching approach that is more interactive and based on pupils' practical experiences but, with the high proportion of staff turnover recently, this has not been consistently implemented. The co-ordinator is developing a good understanding of pupils' progress through assessment at the end of Year 2, supported by a portfolio of pupils' work that should inform future planning and provision. However, the ongoing assessment of pupils' attainment lacks clarity and is sometimes confused with teachers' evaluations of each unit of work.
155. Acts of Collective Worship and church celebrations contribute to the subject, and there are close links with the local rector and the church.