

## INSPECTION REPORT

### **HERTFORD ST. ANDREW C OF E VC SCHOOL**

Hertford, Hertfordshire

LEA area: 919 Hertfordshire

Unique reference number: 117397

Headteacher: Mr. R.A. Johnson

Reporting inspector: Mrs. T. Chakraborti  
12603

Dates of inspection: 11-14 December 2000

Inspection number: 224493

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Calton Avenue Hertford Herts
Postcode:	SG14 2EP
Telephone number:	01992 583105
Appropriate authority:	The governing body
Name of chair of governors:	Mr. C.E. Greely
Date of previous inspection:	10 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	Science	What sort of school is it?
			Information technology	The school's results and pupils' achievements
			Design and technology	How well are pupils taught?
				How well is the school led and managed?
9977	Fran Luke	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?
				How well is the school led and managed? (support)
25787	Edmond Morris	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Art	
			Music	
			Physical education	
			Religious education	
			Special educational needs	
23805	Margaret Lygoe	Team inspector	English	
			Geography	
			History	
			Under fives	
			Equal opportunities	

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

### **INFORMATION ABOUT THE SCHOOL**

Hertford St Andrew C of E Voluntary Controlled School serves a large housing estate with mostly council-owned accommodation, in East Hertfordshire. It is smaller than an average sized primary school and is expanding. The vast majority of pupils live in the immediate neighbourhood of the school and there are few families from ethnic minorities. There is a significant degree of unemployment in this area. The school has 173 pupils including 26 part-time children in the nursery. The percentage of pupils entitled to free school meals is above the national average. The percentage of pupils with special educational needs is above the national average. The number of pupils with statements of special educational needs is below the national average.

The attainment of children on entry to the nursery is well below the national average and that on entry to the school is below the national average. The school enjoys close links with the parish church of St Andrew.

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

Hertford St Andrew C of E Primary is a good school. It provides good quality education which meets the academic, social and emotional needs of its pupils well. Pupils achieve good standards in Key Stage 2 and make good progress across the key stages. The quality of teaching is good. The school is well led by the headteacher, effectively supported by the deputy headteacher, other members of the staff and governors. The school has a strong commitment to equality of opportunities and promoting the well-being of its pupils. Its aims and values permeate its caring ethos. It is an effective school and provides good value for money.

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

- The school is led and managed well. The headteacher provides very good educational direction.
- Teaching is good overall.
- Provision for pupils with special educational needs is good.
- The school's links with the community contribute very effectively to pupils' learning.
- The school has good links with parents. Parents make a good contribution to children's learning at school and at home.
- The aims and values of the school are reflected very well in all aspects of its life.
- The school is committed to improving the quality of education and standards.

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

- Monitoring role of co-ordinators.
- Assessment in foundation subjects.
- Playground provision for reception class.
- Attendance.

*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 June 1996 when it was judged to require substantial improvement. The school has improved significantly since then, under the leadership of the current headteacher. The key issues identified by the last inspection have been addressed successfully. Planning is good and ensures that the learning objectives of all pupils are met well. The provision for children in the nursery and reception has improved and the curriculum

for the Foundation Stage is in place. The curriculum is well planned in accordance with the Early Learning Goals. The provision for pupils with special educational needs has now improved and is good. Satisfactory progress has been made in developing strategies for monitoring teaching and learning. A significant improvement has been made in the provision for and teaching of information and communication technology skills. The geography programme meets the requirements of the national curriculum effectively. The school's development plan is appropriately linked to financial planning. Effective teamwork involving the staff, headteacher and the governors indicates that the school's capacity to improve further is good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	A	B	C	A	well above average           A above average   B average            C below average   D well below        E average
Mathematics	A	C	C	A	
Science	A	B	D	C	

The national test results for the year 2000, show some decline in standards of attainment over the 1999 results. This is because the school's cohort size is small. Therefore, there is year-to-year variation in the school's average test results. One pupil was disapplied and one pupil did not reach Level 4 in English and mathematics, and two pupils did not reach Level 4 in science. As a result, the percentage of pupils reaching Level 4 or above is in line with the national average in English and mathematics and below in science, as the table shows. However, the 2000 results also show an increase of 11 per cent and 14 per cent in English and mathematics, respectively, over the national average. Compared to the similar schools, the test results are well above average in English and mathematics and average in science. Standards have improved remarkably since the last inspection, rising from 38, 31 and 38 per cent of pupils achieving Level 4, the expected level in 1996 to 86, 86 and 81 per cent in the 2000 national tests in English, mathematics and science respectively. The trend in the school's result is above the national trend in these subjects. In Key Stage 1, however, standards are below average in writing and well below average in reading and mathematics. This is because children in the nursery start from a very low base and a high proportion of pupils have special educational needs.

The inspection confirms that standards are in line with the national averages in English, mathematics and science in both key stages. Pupils make good progress across the school, especially in Key Stage 2. Pupils with special educational needs make good progress in relation to their prior attainment. The school set realistic targets to raise standards.

The standards in information technology are above the expected level in Key Stage 1 and average in Key Stage 2. Standards in art are above the expected level in both key stages. Standards are in line with those expected of similar age pupils in all other subjects, including religious education, in both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally keen to learn, and respond to class discussions and tasks responsibly.
Behaviour, in and out of classrooms	Behaviour is good throughout the school.
Personal development and relationships	Personal development is very good. There are opportunities for pupils to take on a range of responsibilities which they carry out willingly and successfully. The relationships between adults and pupils and between pupils are very good.
Attendance	Attendance is slightly below the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 is good overall. Teaching was satisfactory or better in 95 per cent of the lessons observed of which 36 per cent was good, 27 per cent very good and five per cent excellent. Five per cent of the lessons observed were unsatisfactory. The quality of teaching has improved significantly since the last inspection, when 37 per cent of teaching was unsatisfactory.

The quality of teaching in English and mathematics is good overall. Literacy and numeracy strategies have been implemented effectively. Teachers plan their lessons well and ensure that the learning needs of all pupils are met. Most teachers have secure subject knowledge and employ a good variety of teaching methods to make lessons interesting. As a result, pupils learn well across the key stages. However, in a few lessons, activities are not sufficiently challenging and pace is slow. This means pupils do not achieve the standards of which they are capable.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced curriculum. All National Curriculum subjects are taught throughout the school and statutory requirements are met.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs. Pupils make good progress throughout the school and take a full part in lessons
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes very good moral and social development for its pupils. The provision for pupils' spiritual, moral, social and cultural development is good overall. It underpins the school's caring ethos and permeates the curriculum effectively.
How well the school cares for its pupils	The school promotes the welfare of its pupils well through an effective support system and effective links with external agencies. It has appropriate assessment procedures in place for English and mathematics but not for the foundation subjects.

The school works very well in partnership with the parents who are very supportive of the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher has very clear educational direction and is supported well by an effective senior management team and governors.
How well the governors fulfil their responsibilities	The strategic roles of the governors are developed appropriately. They have a clear understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school has an established system for evaluating its performance through the evaluation of the school development plan and the analysis of test results.
The strategic use of resources	The school makes good use of all staff and accommodation. Grants and other fundings are used efficiently to address the educational priorities. The school building is used very efficiently to raise its income further by letting it for various community organisations. This income is used very well for school improvement.

The school has an adequate number of staff and they are well trained. Accommodation is adequate to deliver all areas of the curriculum effectively. However, the outside play area is not used appropriately for the reception class. Learning resources are satisfactory. The school applies the principles of best value in all spending decisions and monitors its impact on financial planning closely.

### 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>• Their children like school</li> <li>• The school helps their children to become mature and responsible</li> <li>• Children are making good progress</li> <li>• The teaching is good</li> <li>• The school expects children to work hard and achieve their best</li> <li>• Parents feel comfortable about approaching the school</li> <li>• The school promotes good behaviour</li> <li>• The school works closely with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that they are not kept well enough informed about their children's progress</li> <li>• Some parents feel that their children do not receive sufficient homework</li> <li>• Some parents feel that the school does not provide an interesting range of extra-curricular activities.</li> </ul>

The inspection team agrees with parents' positive comments. However, the team did not find any evidence to confirm the concerns about homework and information about pupils' progress. The inspectors also concluded that the school provides an excellent range of extra-curricular activities which enhance pupils' opportunities for learning and physical activities.

## **PART B: COMMENTARY**

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

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

1. The attainment for children under five years of age, on entry to the nursery, is well below that expected of children of this age. As a result, although the children in the reception class make good progress, by the end of the reception year, the majority of children attain standards that are below the expected levels of Early Learning Goals.
2. The results of the 2000 national tests show that, at the end of Key Stage 1, pupils attain standards that are well below the national averages in reading and mathematics, and below average in writing. In comparison with similar schools, standards are below average in reading, average in writing and well below average in mathematics. At the end of Key Stage 2, standards attained in the 2000 national tests are much improved and indicate good progress throughout the key stage. The overall standards in English and mathematics are in line with the national average, but below in science. However, the results show 11 per cent and 14 per cent increase in English and mathematics respectively, over the national average in the current year. In comparison to similar schools, the standards are well above average in mathematics and English and average in science. The standards in the national test results over the last four years indicate variation in attainment from year to year, reflecting the number of pupils with special educational needs. However, standards have improved remarkably since the last inspection, rising from 38, 31 and 38 per cent of pupils achieving Level 4, the expected level in 1996 to 86, 86 and 81 per cent in the 2000 national tests in English, mathematics and science respectively. The trend in the school's result is above the national trend in these subjects.
3. The inspection findings show that standards are in line with the national averages in English, mathematics and science in both key stages. Pupils make good progress across the school, especially in Key Stage 2. Pupils with special educational needs make good progress in relation to their prior attainment. The standards in information technology are above the expected level in Key Stage 1 and average in Key Stage 2. Standards in art are above the expected level in both key stages. Standards are in line with those expected of similar age pupils in all other subjects, including religious education, in both key stages.
4. Pupils attain good standards in speaking and listening at the end of both key stages, and in most lessons pupils want to listen carefully and contribute to the group and class discussions well. By the time they are 11 most pupils speak clearly and explain their ideas with suitable detail. Although few pupils use Standard English in conversation, most recognise grammatical errors and begin to use more formal speech.
5. Pupils attain satisfactory standards in reading at the end of both key stages. Pupils have a sound grasp of letter sounds and this helps them to tackle words that are unfamiliar. Most pupils talk confidently about their reading, with a good understanding of character and plot. Older pupils talk well about their reasons for choosing particular books and what they like about stories by their favourite authors. Most understand the purpose of the contents and index pages in reference books. The school library is quite limited and there is no index system which means that pupils cannot quickly find books for themselves.
6. Writing is satisfactory in both key stages. Teachers lead discussions well to promote good use of language and different styles within pupils' written work. By the time they are seven the average and above average pupils begin to show a good use of a range of vocabulary. They begin to punctuate their sentences and presentation is generally neat. By the time pupils are 11 they write for many purposes, but rarely at any length, and there is

scope for providing more opportunities for extended writing. Pupils have a good knowledge of grammar and punctuation. Presentation in some year groups is often untidy. In Year 6, pupils generally write neatly. The National Literacy Strategy has been introduced effectively and literacy is used well to support work in other subjects. The National Numeracy Strategy is also being applied effectively across the school.

7. In mathematics, at the age of seven pupils understand the language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. Pupils know the names and some of the properties, such as the number of sides or faces, of two- and three-dimensional shapes. They collect data about their class and display their data as a bar chart. By the age of 11 pupils understand the relationships between fractions, decimals and percentages and can use their knowledge to solve real life problems involving money. Their investigational skills are well developed with pupils able to think for themselves, solve quite complex challenges and apply logical thought to a range of problems. Pupils use information and communication technology to help them in their work, particularly when handling data.

8. In science, at the age of seven, pupils develop their knowledge and understanding of the properties of different materials. Pupils predict which materials will be attracted to, or repelled by the magnets, compare their findings and record the final results. Many pupils demonstrate an understanding of the basic forces of push and pull. At 11, pupils study the solar system and know the effect of gravitation pull on planets. They experiment with how vibrations can change sounds. They plan for their own investigations and know the importance of fair tests. In both key stages pupils use computers effectively to represent the findings of their experiments in graphs.

9. In information technology, pupils at the end of Key Stage 1 develop word processing skills very well. They use and interpret data effectively to present their work in mathematics and science. They use CD ROMs to find information and roamers successfully for programming. By the end of Key Stage 2 pupils have good word processing and presentation skills and use various fonts and styles to make their presentation interesting and attractive. They make very extensive and effective use of graphs to present the results of experiments in science and the findings of research work. Pupils are able to use their computer skills effectively to enhance their learning across the curriculum. However, their experience in control technology is underdeveloped.

10. In religious education, 11-year-old pupils reach standards that are in line with those expected and they make good progress in their learning from the age of seven. By the time they are ready to leave the school, pupils have an appreciation of the main traditions and are able to identify the significance of each faith's festivals and celebrations.

11. Pupils with special educational needs make good progress with the targets set within their individual education plans for literacy and numeracy. As a result, pupils often achieve at least satisfactory standards in their work and sometimes, as can be seen from national test results, exceed expectations in literacy and numeracy. They make good progress in relation to their prior attainment.

12. There is no significant variation between the attainment of boys and girls. The school sets targets for its pupils and reviews the targets every year to ensure that these are sufficiently challenging. It meets its set targets successfully.

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

13. The previous inspection found that pupils had a sound attitude to learning, their behaviour was satisfactory and they were polite, courteous and supportive of each other.

There were some opportunities for pupils to take on additional responsibility. This inspection finds that pupils' attitudes to school are now good. Throughout the school most pupils are very keen, enthusiastic and eager to come to school. In class they listen attentively and work quietly with minimum intervention. Pupils settle promptly to tasks set and follow instructions well. Pupils concentrate well during class work and work well both independently and in pairs; they enjoy activities. Pupils work in a controlled yet enjoyable manner as was seen in a Year 2 physical education lesson. Behaviour is generally good around the school and in the playground. Where behaviour is not so good, the class teacher does not secure great motivation and pupils lose concentration. However, these instances are few and generally pupils of all ages behave well; they know their class and school rules and understand the difference between right and wrong. They are friendly and polite to visitors; they are courteous to all staff and to each other. In the classroom they are sensible and work hard.

14. Children develop good personal and social skills in the foundation stage. They settle quickly into the routines of the class and respond well to opportunities for taking responsibility. Children's confidence is developed well through carefully planned visits to the main school.

15. Relationships between pupils and with all adults in the school are very good. Pupils support each other and are willing to help one another if required. Pupils are all aware that bullying is unacceptable and will be dealt with effectively and there are few instances of it. No bullying was seen during the inspection. There was one exclusion during the last academic year.

16. Pupils show respect for the beliefs and values of others and they listen to each other. They understand the impact of their actions on others. Pupils handle resources well and take care of their environment. No graffiti or litter was seen during the inspection. Pupils have a wide range of opportunities for taking on additional responsibility, children of all ages run a range of clubs at lunchtimes, they are given the responsibility to set up the clubs, and to run them. Pupils respond extremely well to these opportunities. This inspection finds that the opportunities for pupils to take additional responsibility have improved significantly since the last inspection.

17. Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They participate fully in lessons and their behaviour is not detrimental to their own learning nor to that of their classmates. This has had a positive effect on raising standards.

18. Attendance at the school is just below the national average; unauthorised absence is well below the national average. Registration periods are purposeful and are an effective start to the school day. Most pupils attend school punctually, although there are a small number who do arrive late to school. During the day, lessons begin and end on time.

## **HOW WELL ARE PUPILS TAUGHT?**

19. The quality of teaching is good overall, with some very good and excellent teaching. Teaching was satisfactory or better in 95 per cent of the lessons observed of which 36 per cent was good, 27 per cent very good and five per cent excellent. Five per cent of the lessons observed were unsatisfactory. The school has been very successful in improving teaching since the last inspection when 37 per cent of all lessons were less than satisfactory.

20. The quality of teaching in English and mathematics is good overall. Literacy and numeracy strategies have been implemented effectively. Teachers plan their lessons well and ensure that the learning needs of all pupils are met.

21. Teachers plan their lessons carefully for pupils with varying abilities and ages. Plenary sessions are used efficiently to consolidate pupils' learning. In the literacy lesson in Year 1, for example, very effective planning ensures that pupils apply their knowledge of phonics to enhance their reading skills, acquire good knowledge of grammar and extend vocabulary effectively. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. This was evident in an art lesson in Year 2 where pupils were appropriately guided to identify the special features of paintings by Kandinsky and to paint their own pictures inspired by Kandinsky's style. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress.
22. The activities provided for the children in reception are very appropriate offering them challenges and ensuring that their attention is captured, so that they remain interested and involved in their learning for a considerable time. This was seen in a literacy lesson in reception where children rose to the teacher's challenge and demonstrated very good understanding of rhyming words and developed good reading skills. Activities are well linked, supporting the acquisition of basic skills such as literacy, numeracy and independence.
23. Teachers are particularly skilled at managing pupils. They treat all pupils with respect and as individuals but at the same time expect high standards of behaviour. Praise is used very effectively to make pupils feel confident about their ability to learn, and to re-inforce good behaviour.
24. Relationships between teachers and pupils are very good. Pupils respond positively by valuing their teachers and what the teachers have to teach. Good examples were seen in the reception where very good relationships between the adults and the children provide a safe and rich learning environment for the newly arrived children.
25. Teachers are knowledgeable about the subjects they teach and present and discuss subject material in a way that helps pupils to understand. For example, in a Year 6 mathematics lesson, the teacher's secure subject knowledge means that pupils were asked relevant questions and a very good pace was maintained to capture pupils' attention and interest. As a result almost all pupils made very good progress in developing problem solving skills. In most lessons teachers' thorough knowledge and understanding of the children's learning needs lead to very good group organisation and very efficient support for all children including those with special educational needs. The learning atmosphere in most lessons is good where children feel safe and valued and develop their reading and writing skills effectively.
26. Most teachers use the assessment procedures well to identify pupils' progress in lessons and use this information for future planning satisfactorily. However, a marking policy is yet to be developed. This means that marking of pupils' work is inconsistent at present.
27. Pupils with special educational needs are supported effectively throughout the school. Work is usually set at an appropriate level to enable such pupils to make good progress and, where possible, is linked to the targets set in the individual education plans. The special needs learning support assistant is used well and works very closely with teachers. She gives very good support to groups of pupils in literacy and numeracy and has a significant impact on the good progress they make.
28. One of the important features of teaching is the present provision for teaching pupils computer skills to enable them to use computers to enhance their learning in all areas of the curriculum. Pupils across the key stages, including the Foundation Stage, are making very good progress in gaining knowledge and skills in this area. As a result they are increasingly becoming independent learners.

29. The unsatisfactory lessons are few in number and are linked to a lack of behaviour management skills and subject expertise leading to pupils not reaching their full potential. Inadequate strategies for class control in these lessons mean that very little learning takes place.

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

30. The school provides a broad and balanced curriculum for its pupils. All National Curriculum subjects are taught throughout the school and statutory requirements are met. This is a good improvement since the last inspection when statutory requirements were not in place for all subjects. Literacy and numeracy have recently been the main areas for development and this has proved successful in raising standards in these important subjects. However, it is commendable that the school has continued to provide pupils with a range of learning opportunities in other areas. For example, in art and physical education, the school has continued to include all aspects of the programmes of study to give pupils as many educational experiences as possible. The amount of time allocated to the teaching of each subject is appropriate and is monitored by the headteacher and his deputy. This ensures that there is sufficient teaching time available over each year to enable pupils to increase their skills and knowledge in all subjects including personal, social and health education. The astonishing number and range of extra-curricular activities give many pupils additional opportunities to further develop their expertise. There are useful schemes of work in place for all subjects and these are being used successfully by teachers to plan worthwhile activities for their pupils. Teachers in Key Stage 2 use a two-year cycle of planned activities designed to meet the needs of all pupils and to ensure that they are being given work appropriate to their age and ability. This cycle also prevents pupils from repeating or missing work as they move through the school. The national strategies for literacy and numeracy have been successfully implemented and the effect on raising standards, particularly for the older pupils in the school, has been good. Literacy and numeracy work are well planned and effectively taught throughout the school.

31. The curriculum for pupils with special educational needs is good, closely linked to their individual education plans. Such pupils are given access to the full curriculum and receive good quality support in lessons from teachers and special needs assistants. Pupils' progress is monitored closely to ensure that they are learning effectively in all subjects.

32. The curriculum committee of the governing body meets regularly to approve policies and discuss future initiatives. They have adopted policies for sex education and drug awareness. Individual governors take responsibility for overseeing and supporting a particular subject. They discuss the provision with the co-ordinators and some have been able to visit classes to see the pupils at work. Governors report back to the governing body after their visits to share their findings.

33. The school is careful to ensure that all pupils have equal access to the curriculum. All pupils are fully included in the life of the school enabling them to benefit from the many learning and social opportunities provided. The setting arrangements in English and mathematics help teachers to match teaching closely to pupils' needs. Pupils are withdrawn during some lessons to read, but this is organised carefully so that they do not miss the same part of a lesson regularly. Often, the work provided outside the classroom is closely matched to the work of the whole class but at a level suited to the pupils' prior attainment. Hertford St. Andrew is a school in which all pupils are valued and great care is taken to include them in all aspects of school life.

34. The curriculum is enhanced by a good range of visits to places of interest, which are linked to the work in class. Recent visits have been to Mount Fitchet, a farm and the

Millennium Dome. All classes visit St Andrew's church each year. Year 3 pupils have the opportunity to go on a residential trip to Cuffley Camp and Year 6 pupils to an outdoor centre in Swanage. These visits include many good quality educational and adventurous activities as well as giving pupils many opportunities to develop socially and learn to live harmoniously in an environment away from home. Regular visitors to the school include music and drama groups, some from the local secondary school, who perform for, and work with, pupils. Talks are also arranged for pupils to raise their awareness of the hazards to be found near railway lines and the danger of talking to strangers.

35. The school provides its pupils with an excellent range of clubs both after school and during the lunch break. Indeed, there is a waiting list of parents and pupils willing to run even more activities. At present it is physically impossible to accommodate any more clubs within the school building. Pupils of all ages are able to take part in these activities, many organised by teachers and, unusually, by pupils themselves. The list of clubs is wide-ranging and includes country dancing, basketball, computers, football, line dancing, recorders, drawing, sewing, rugby, jump rope, conservation and dancing to pop music. Pupils from any year can run a lunchtime club and those from Years 5 and 6 are permitted to organise after school activities. They run their clubs very well and take the responsibility most seriously, making sure they have permission slips from parents if the club is after school. The school also runs booster classes in the Spring for pupils in Year 6. These are held before and after school and give pupils valuable help in their preparation for the National Tests.

36. The school has very good links with the local community and nearby schools and is used extensively in the evenings and at weekends for community events. Parents come in to use the computers and there is a playgroup using the school premises. Students and teachers from a local secondary school visit regularly to work with pupils, for example, in literacy and numeracy. Welcome Glaxo loans science equipment such as a skeleton to the school to add interest to the pupils' work. As well as strong links with the local church the school also has links with a local residential home for elderly folk. Pupils raise money for a variety of charities such as the National Society for the Prevention of Cruelty to Children. The goods donated at the Harvest Festival were given to the Salvation Army for distribution to those in need. All of these links raise the profile of the school in the eyes of the local community as well as teaching the pupils the value of caring for others.

37. Overall, the school makes good provision for spiritual, moral, social and cultural development. Provision for moral and social development is very good and is a strong indication of the importance the school puts on this aspect of its pupils' learning. It has a noticeable impact on all aspects of school life and is responsible for the calm, caring and mature attitudes of the pupils.

38. Spiritual development is good. It is mainly fostered through assemblies and religious education lessons but is also developed through work in other subjects such as art, music and science. Pupils are encouraged to wonder at the beauty of the natural world and to be uplifted when listening to a particularly moving piece of music or viewing a work of art. In a Year 2 art lesson the pupils were studying the artist and musician Kandinsky. The teacher played some of his music while the pupils painted in his style thus creating a very special atmosphere. Prayer is an important aspect of the school's daily life and the prayer basket in the hall is filled with thoughtful prayers written by pupils on a whole range of topics.

39. The provision for pupils' moral development is very good. It is actively supported by all members of the school community and is a strength of the school. Staff provide very good role models in their dealings with each other and the pupils. Pupils are taught right from wrong from the moment they join the school and are encouraged to reflect on their behaviour and the impact it can have both on adults and other pupils. School rules are kept

simple and are readily understood by all. Each class also negotiates its own set of rules that are usually prominently displayed to remind pupils of their importance. Rewards for caring behaviour include the pupils' names being put on leaves on the achievement tree in the hall. Pupils are extremely proud when their name is added to the tree.

40. The high quality of relationships in the school supports the pupils' social development very well. Pupils willingly take responsibility and are provided with many opportunities to look after equipment and each other. Pupils in Year 6 are given a tremendous amount of trust. For example, they have the freedom of the school during breaks. Only on very rare occasions do any pupils abuse this trust and they are very upset if the privilege is withdrawn. They also take a great deal of responsibility for helping with children in the nursery and younger pupils in the playground during breaks. All pupils are allowed to start their own club and many take this opportunity to organise and interest other pupils. Taking responsibility commendably starts at an early age with reception class children sorting out and delivering the milk to the classrooms. The residential school visits help pupils to learn valuable lessons in living together. All of these planned opportunities develop a strong sense of community in the pupils and they feel a valued and useful part of the school.

41. Cultural development is satisfactory with pupils learning about their own and other faiths in religious education, artists from other countries in art lessons and music from around the world in assemblies and music lessons. Other provision includes a range of artefacts from other countries to add interest to work in geography and from different times to help pupils in their historical studies. Pupils learn about British culture through country dance and music and were invited to demonstrate their skills at a local 'Mediaeval Fayre' which they did very competently and with obvious enjoyment.

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

42. The previous inspection found that all staff provided a high degree of care, support and advice to all pupils. Systems of monitoring academic progress needed to be further developed. This continues to be the case, although monitoring of mathematics and English are now good.

43. All members of staff are very caring and know and support their pupils well. External agencies such as Social Services support the school well.

44. There are appropriate procedures in place for the management of Health and Safety. A termly health and safety audit is carried out as well as an annual check. Regular checks are made to grounds, buildings and equipment. Fire drills are held and appropriately recorded. Many staff have been trained in emergency aid, and there are appropriate arrangements for the administration of first aid. The school follows the local authority guidelines for child protection.

45. The procedures for monitoring attendance are satisfactory and these are implemented efficiently. Teachers are responsible for the monitoring of their own class register, while the education welfare officer comes into school regularly and carries out a register check with the headteacher. Registers are appropriately marked at the beginning of both the morning and afternoon sessions.

46. The procedures for the monitoring and promotion of discipline and good behaviour are good. There are class and school rules, plus an achievement tree on display in the school hall. In addition children are given stickers for good work, or good behaviour. There are few instances of bullying, and procedures are in place to deal with any problems quickly

and effectively should they occur. The headteacher keeps detailed records of any problems with behaviour.

47. Assessment procedures are satisfactory overall, although they are good in English and mathematics, where staff are analysing results. In history and geography, informal assessment is carried out. For the Early Years, assessment is satisfactory, and appropriately linked with the Early Learning Goals, in the nursery; systems are being developed to record observations of pupils and increase the involvement of support staff. The monitoring and support of pupils' academic performance and personal development are also satisfactory overall, but again good in English and Mathematics. Optional SATS are used and analysed to identify areas of strengths and weaknesses, and pupils are tracked in the core subjects. Targets are set for individual pupils and discussed with parents and pupils. No formal assessment is carried out for other foundation subjects, although there is some awareness of how pupils are doing and some recording of attainment for reports to pupils.

48. Teachers provide appropriate support for all pupils. They do not formally monitor pupils' personal development, but instead rely on their individual knowledge of the children. This means staff are aware of pupils' emotional well-being and social development. Relationships between pupils and all staff are very good.

49. Pupils with special educational needs are identified early in their school life and are accurately assessed. Where applicable, good quality individual education plans are drawn up by the special needs manager and the class teachers. These plans are reviewed regularly with new and appropriate targets set. The one statemented pupil receives good and well-focused support. The school fully meets the statutory requirements of the special educational needs Code of Practice.

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

50. The last inspection found that the school worked well with parents and this continues to be the case.

51. Parents generally have positive views of the school. The parent questionnaire responses and the comments made by parents at the pre-inspection parents' meeting show that parents are generally supportive. Most parents feel the school is welcoming and would be happy to approach the school with any problems; all parents who responded to the questionnaire felt the school expected their children to work hard and the vast majority felt their children liked school, that behaviour was good and that they were kept well informed about how their child was doing. However, a small number of parents expressed the view that their children did not get enough work to do at home and that there was not a wide range of extra-curricular activities. The Inspection team agrees with the parents' supportive view, but finds no evidence to support their negative views in respect of homework or extra-curricular activities. The provision of extra-curricular activities throughout the school is excellent.

52. The information provided for parents by the school is very good. The headteacher sends out regular newsletters, which give parents information about what is happening in school. Additional letters are also sent out telling parents about what the classes will be covering during the coming term, as well as letters about individual class activities, or clubs. Written annual reports for parents are satisfactory, they contain information about what the children have done and can do, but they do not inform parents how their children are doing in relation to what is expected. The school sends out individual targets prior to the Easter term parents' evening and discusses them with both pupils and parents. This gives parents good information on how their child can improve their work. There are planned opportunities

during parents' evenings to discuss their children's progress formally and there are informal opportunities for discussion with class teachers at the end of the school day.

53. The impact of parental involvement in the work of the school is good. There are opportunities for parents to help out in school and many take up these opportunities. The school receives good support from the Home-School Association, which has raised significant funds for the school, for example, to provide additional computer equipment. Parental support for children's learning at home is good. Many parents support their children by listening to them read, as well as helping with other homework.

54. Parents of pupils with special educational needs are kept fully informed about their children's progress. They are invited to review meetings and make useful contributions to the discussions. The school actively encourages parents to be involved in the provision to maximise the progress made by their children.

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

55. The school is led and managed well. The headteacher provides very good leadership and has a very clear educational direction. Over the past years, since his appointment, the headteacher has systematically introduced and implemented several new initiatives in order to establish an educational provision which is of good quality and ensures equal opportunities for all. He is supported very well by the deputy headteacher, key stage co-ordinators and other members of the staff. An effective senior management team has been established and a good teamwork has been promoted. Good planning has been devised and is being successfully implemented. Assessment procedures are good in core subjects. Standards achieved in national and internal tests are analysed consistently and the results used effectively to raise standards. Following this the quality of teaching has improved significantly. However, the monitoring role of the co-ordinators is not fully developed yet. Although, the co-ordinators monitor planning, a consistent formal system for monitoring teaching in their subjects is not in place.

56. The governing body has a clear structure with appropriate terms of reference. Regular meetings of the governing body and its committees have clear agendas and are well minuted. Governors are very supportive of the headteacher who reports to them twice a term keeping them well informed about the work of the school. They visit the school regularly and have a clear understanding of the strengths and weaknesses in the school.

57. The school has a very positive ethos which is well reflected in the harmony within the school across lines of gender, race and disability. The aims and values of the school are reflected in its practice. It is clearly committed to high achievement and actively promotes equal opportunity in all areas of school life. The school development plan is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in the school in order to take it forward.

58. The management of special educational needs is good. The special needs team consists of the special needs co-ordinator, special needs manager and learning support assistant. They work together well to cover all aspects of management efficiently and effectively. The special educational needs manager provides effective support and works closely with the class teachers in planning, assessing and monitoring pupils' achievements. Effective links are maintained with outside agencies and regular contact is maintained with parents.

59. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum. All teaching and support staff are conscientious and work very effectively as a team, contributing to the good quality of education provided. The

classroom support staff are well qualified and experienced and make a very significant contribution to progress made by pupils, especially the pupils with special educational needs. Arrangements for the professional development of all staff are good and linked effectively to whole-school needs identified in the school development plan.

60. The induction programme is good and consistently applied. Newly qualified teachers and new members of staff receive good support. In addition to the local authority training, newly qualified teachers are well supported by the headteacher and their mentors. Most teachers and support staff are well trained to teach information and communication technology skills.

61. The school provides children and pupils with pleasant and good quality accommodation although there is no access to an outdoor play area for the Reception class. The buildings and grounds are kept clean and in good condition. There are imaginative and colourful displays of pupils' work across many areas of the curriculum creating a stimulating learning environment. However, appropriate outdoor provision for reception class is yet to develop. Resources for learning have been developed and improved significantly across the curriculum over the past years and are now adequate to meet the needs of the curriculum.

62. The school has a thorough approach to financial planning. The governors have a strategic overview of budget management. The chair of the finance committee manages financial planning efficiently in collaboration with the headteacher. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school development plan. Grants for pupils with special educational needs are used appropriately and effectively monitored. The governors apply the principles of best value in all spending decisions and monitor its impact on financial planning closely.

63. The deployment of teaching and support staff is effective and ensure efficient management of the school. Resources are used effectively to enhance pupils' knowledge and understanding in most areas of the curriculum. Income received from the lettings of the school building and other funds are used effectively to raise standards of achievement across the school. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. In order to raise the standards further and improve the quality of education the governors, headteacher and staff should:

- (i) Develop the monitoring role of co-ordinators by:
  - providing a planned programme for monitoring all areas of their subjects, including monitoring of teaching;
  - giving formal feedback to teachers about their quality of planning and teaching;
  - reviewing the job descriptions to define their roles and responsibilities clearly;
- (ii) develop appropriate assessment procedures for foundation subjects;
- (iii) provide the children in the Reception class with suitable access to a secure outdoor learning area;
- (iv) improve attendance by applying the existing procedures more rigorously.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	27	36	27	5	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	160
Number of full-time pupils eligible for free school meals		45

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	5	54

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	18	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	16	15	15
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	81 (70)	81 (70)	81 (65)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	15	15	47
	Total	54	55	54
Percentage of pupils at NC level 2 or above	School	78 (65)	81 (65)	78 (65)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	8	8	7
	Total	18	18	17
Percentage of pupils at NC level 4 or above	School	86 (83)	86 (89)	81 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	8	8	7
	Total	17	17	16
Percentage of pupils at NC level 4 or above	School	85 (67)	85 (83)	80 (89)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	155
Any other minority ethnic group	0

*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	1	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 – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22.9
Average class size	26.7

#### **Education support staff: YR – Y6**

Total number of education support staff	0
Total aggregate hours worked per week	0

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	4
Total aggregate hours worked per week	62

Number of pupils per FTE adult	2.9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
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	£
Total income	344,458
Total expenditure	347,467
Expenditure per pupil	2,286
Balance brought forward from previous year	29,906
Balance carried forward to next year	26,897

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

### **Questionnaire return rate**

Number of questionnaires sent out	173
Number of questionnaires returned	30

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	60	3	0	0
My child is making good progress in school.	43	43	13	0	0
Behaviour in the school is good.	40	53	3	0	3
My child gets the right amount of work to do at home.	23	47	27	3	0
The teaching is good.	37	50	10	0	3
I am kept well informed about how my child is getting on.	30	50	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	27	0	7	7
The school expects my child to work hard and achieve his or her best.	47	53	0	0	0
The school works closely with parents.	43	30	13	0	13
The school is well led and managed.	60	33	0	7	0
The school is helping my child become mature and responsible.	33	53	10	0	3
The school provides an interesting range of activities outside lessons.	23	47	13	0	7

## **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**

#### **Curriculum**

65. Provision for children in the nursery is satisfactory. All aspects of the Early Years curriculum are now covered through careful planning, although there is scope to increase the emphasis on speaking and listening activities. Although provision for reception children is satisfactory in most respects the school has yet to arrange for this class to have access to a suitable outdoor learning area.

#### **The foundation stage**

66. There have been considerable improvements in the provision for children in the nursery since the time of the previous inspection, when the areas of learning were not fully addressed and teaching was unsatisfactory and sometimes poor. All aspects of the curriculum are now covered through careful planning and teaching in the nursery is satisfactory overall. There remain shortcomings in organising some activities.

67. Recent changes in the curriculum mean that provision for the reception children is now part of the foundation stage. Planning generally caters for all the expected areas of learning, although there is as yet no access to an outdoor learning area for children. Teaching in the reception class is good and children make significant gains. Expectations are high and the pace of lessons is good. There were only ten children in the reception class at the time of the inspection. Children transfer from nursery to reception either in September or January, and some children only benefit from two terms in the reception class.

68. There is a very wide range of attainment on entry to the nursery. Although a few children have above average skills, a significant minority enter nursery with poorly developed skills in listening and speaking, mathematics and social development. By the time they reach Year 1, most children attain the early learning goals in personal, social and emotional development, knowledge and understanding of the world and in creative and physical development. Overall, attainment in aspects of speaking and listening, writing and mathematics is somewhat below average when children enter Year 1.

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

69. A large minority of children enter the nursery class with immature social skills, although most are able to manage aspects of personal care independently. By the time they transfer to Year 1, most have made good gains and achieve the early learning goals. Children settle quickly into the routines of the nursery class and respond well to opportunities for taking responsibility, for example, by taking round the biscuit tin at snack time or taking the register to the office. Most children play and work well together, although a few continue to find it difficult to take turns. Many nursery children have very short concentration spans, becoming restless particularly when gathered together as a whole class, and at times the teacher does not hold the children's attention well. This contrasts with the reception class where the teacher's lively presentation and brisk pace motivates the children to take part in all activities.

70. Children's confidence is developed well through carefully planned visits to the main school. Nursery children soon feel part of the whole school community, by taking part in the weekly birthday assembly, and then being led back to their classroom by Year 6 pupils. They

make several visits to the reception class for a lesson and for playtime so that they are familiar with routines before they transfer.

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

71. Although some children enter the nursery with average and above average skills a large minority have limited skills in this area of learning. By the time they reach Year 1, many children do not reach all the early learning goals in this area.

72. Children in the nursery enjoy listening to stories, and particularly enjoy sharing books with each other and adults at the start of the day. Many find it more difficult to join in the story time with the whole class at the end of the morning. Listening skills in the nursery are generally weak, and many children find it difficult to take turns in speaking. Although a few children are very articulate, many do not speak clearly and confidently by the time they leave the reception class. There is scope to develop the role-play corner particularly in the nursery class.

73. Towards the end of their time in nursery, children make a start on the structured reading scheme, working regularly with a classroom assistant. They work with the teacher to recognise some letters and letter sounds and to write letter shapes but there are shortcomings in this aspect of literacy teaching. There is not always enough emphasis on linking sounds with words. Although children are shown how to write their letters correctly, the teacher is not able to work closely enough with individuals to ensure that good habits are established securely. This is because the whole group completes a writing activity at the same time.

74. Children in the reception class take part in a daily literacy period. Teaching here is very good and children make good gains in reading and in writing. They begin to recognise rhyming words and, with help, they identify rhyming words in a simple text. Writing skills are developed well in the reception class, for example, when children are helped to write a letter to Father Christmas.

### **Mathematical development**

75. Teaching in this area of learning is satisfactory in the nursery and good in the reception class. When children enter the nursery many have limited skills. Although most make good gains in learning, inspection evidence indicates that a number do not achieve the early learning goals before they enter Year 1.

76. Children in the nursery begin to count together, for example, as they check the number of days left before Christmas. They enjoy tearing a link from a paper chain and with the teacher's help find out how many more school days there are. They begin to recognise, count and compare basic shapes such as squares as they make stained glass windows.

77. Children in the reception class take part in a daily numeracy period, and benefit from well-focused teaching and enjoyable activities. They count confidently to ten and they begin to understand the terms one more and one less. A few children begin to record this in the form of written sums. They work well together playing games, shaking dice and moving counters along a number line and most correctly identify the numbers from one to 12.

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

78. Little direct teaching in this aspect was observed, although scrutiny of teachers' planning shows that children have a suitable range of experiences over time. By the time

they reach the end of the reception year, most have achieved the early learning goals in this area.

79. In the nursery children talk about recent events and begin to use the language of time. This is further developed in the reception class as children compare old and new objects. Nursery children begin to think about the world about them as they decide how best to describe the weather. One said, "The clouds are hiding the sun". In the reception class children begin to develop an understanding of the locality, taking part in a walk near the school and identifying local landmarks. They begin to identify the properties of different materials such as wood. Children take part in activities related to Christmas and hear the story of the birth of Jesus. Nursery children make and decorate Christmas cakes. Children in the reception class play an active part in the crib service, as a nativity scene is built up.

80. Reception children make very good gains in learning as they work on the computer to design, save and print signs.

### **Physical development**

81. Children in the nursery have suitable opportunities for outdoor activities when it is dry. They show good control and co-ordination as they use wheeled toys and other equipment. At present the reception class does not benefit from access to an outdoor learning area. Both classes have lessons in the hall and children in the reception class responded well in a good lesson, when they developed short sequences of movement.

82. Teachers also plan a suitable range of activities such as sand, water and dough play, and cutting and sticking, to develop children's manipulative skills. By the time they reach the end of the reception class most children have achieved the early learning goals in this area.

### **Creative development**

83. Teachers plan a range of suitable experiences and introduce children to different materials and techniques through directed activities, but children have limited opportunities to explore materials and equipment independently.

84. In the nursery class children were guided well as they made stained glass windows with coloured tissue paper. They worked carefully to decorate Christmas tree shapes as they made decorations. Although children have the opportunity to go into the role-play corner, few choose to do so, and this aspect of creative development is not emphasised enough. During outdoor play a few children briefly enjoyed "filling" their vehicles up at a petrol pump operated by the nursery nurse, but in general staff do not support and extend role-play sufficiently.

85. Children in the nursery learn songs and begin to accompany their singing with percussion instruments. Reception children sing well, and two children competently accompanied one of the songs at the school "crib service".

### **ENGLISH**

86. Standards in English have risen considerably since the previous inspection. Results for 11-year-olds improved sharply in between 1996 and 1998 and have continued to rise, though more steadily. Overall, attainment in English in the 2000 national tests was similar to that found nationally, but was well above average when compared with similar schools. School records show that pupils make very good progress between the ages of

seven and 11, although pupils achieve better in reading than in writing. Inspection findings reflect the test results.

87. Attainment at the age of seven in reading and writing fell in 1999 and 2000 and is below average. Inspection evidence indicates a higher level of special educational needs in those year groups, and that attainment in the current Year 2 is similar to that expected.

88. Pupils enter school with below average skills in literacy. Consistently good teaching and a purposeful atmosphere in most lessons enable pupils to make good progress and to achieve well. The setting procedures allow most teachers to focus more accurately on pupils' needs. Following staff changes there have been some weaknesses this term in the teaching of some junior groups by supply teachers. The school has now appointed a permanent teacher.

89. When pupils begin school many have limited skills in listening and speaking. In most lessons pupils want to listen carefully because of the teachers' lively presentation and high expectations of good behaviour. For example, in an excellent lesson in Year 1, pupils hung on every word as the teacher read from "Peter Rabbit". They quickly identified deliberate errors and learning was rapid because they could all concentrate. Speaking skills develop steadily as pupils move through the school. Teachers plan many opportunities for group and class discussions, and by the time they are 11 most pupils speak clearly and explain their ideas with suitable detail. Although few pupils use Standard English in conversation, most recognise grammatical errors and begin to use more formal speech. For example, in a Year 6 history lesson pupils took the roles of reporters and presenters and used suitably formal speech and vocabulary.

90. Pupils make a start on the structured reading scheme towards the end of their time in the nursery. The school is committed to ensuring that pupils are heard reading individually in school since not all are supported at home. Pupils gain a satisfactory understanding of letter sounds during reception and Year 1, and most learn to tackle new words capably. Average and above average readers talk confidently about their reading, with a good understanding of character and plot. Lower attaining pupils have more limited comprehension, finding it difficult to understand figures of speech which they sometimes take literally. Pupils with special educational needs are given effective support, and they make good progress in acquiring reading skills. Staff monitor pupils' progress through the reading scheme very carefully and identify problems at an early stage.

91. Older pupils readily use the Internet for research, and most understand the purpose of the contents and index pages in reference books. By the time they reach Year 6 most pupils have a secure understanding of alphabetical order. The school library is quite limited and there is no index system which means that pupils cannot quickly find books for themselves.

92. The school has identified the need to provide additional time for developing writing skills and pupils complete focused tasks at the start of the morning. By the time they are seven the average and above average writers begin to show a good awareness of using adjectives. They begin to punctuate their sentences and presentation by all pupils is generally neat. The progress made reflects the very good teaching and consistent emphasis on high standards in Years 1 and 2.

93. By the time pupils are 11 they write for many purposes, but rarely at any length, and there is scope for providing more opportunities for extended writing. A scrutiny of pupils' work shows that lower teacher expectations in some lessons this term has slowed progress for groups in Years 5 and 6. Presentation is often untidy and the work contrasts unfavourably with that completed in the summer term. In lessons where expectations are high, the Year 6

pupils generally write neatly, although many need reminding to check their work for careless errors in spelling and punctuation.

94. Overall, teaching is good and over half the lessons seen were very good or outstanding. Some unsatisfactory teaching by temporary staff is having a detrimental effect on progress. Expectations are too low and not enough time is given to direct teaching of skills. Pupils make little effort and behaviour becomes restless. In all other lessons teachers maintain a brisk pace and a clear focus on learning. Relationships are very good, and teachers rarely need to remind pupils about their behaviour. There is a business-like approach in most lessons and pupils settle down quickly to complete written tasks. Lessons are usually well planned and activities are interesting and relevant to the pupils. Year 6 pupils enjoyed preparing sections for a newspaper linked with a book they are reading. The clear focus on learning was shown by the reply made by one boy when asked what he had learned: "to look through my work to see what could be improved".

95. Teachers often make learning fun, and this motivates pupils to work hard. For example, lower attainers in Year 2 worked very hard to choose verbs to complete "sensible" sentences so that they could write some "silly" sentences. Teachers use a good range of texts to interest pupils, although in some lessons not all pupils can see the print clearly because of the poor quality of the overhead projector.

96. There is good support for pupils with special educational needs, and as a result they make good progress. This enables them to participate quite confidently, with the class teacher's support, in lessons where literacy skills are needed. Pupils in Years 4 and 5 benefit particularly from high quality and focused teaching by a learning support assistant. Although most of this small group have weak reading and spelling skills they worked enthusiastically to write sentences and were disappointed when the lesson ended.

97. The school has a clear commitment to continuing to raise standards. The management of English is good. Individual progress is carefully tracked and the school is introducing a screening programme at Year 1 to complement the good assessment procedures.

## **MATHEMATICS**

98. Pupils in Year 2 attain standards expected for their age in numeracy and all areas of mathematics. This judgement is based on the standards of work seen in the current Year 2 class. Test results have been disappointing over the past two years with pupils being graded well below national standards. However, the effective introduction of the National Numeracy Strategy, the setting of pupils by ability for numeracy three days each week and the good teaching seen in Years 1 and 2 are all having a positive impact on the standards pupils are now reaching. In Year 6 pupils attain standards in line with national averages and well above the standards found in similar schools. The 2000 test results showed that the number of pupils reaching the expected level was above the national average and, commendably, one pupil attained Level 6. Again, the setting of pupils for numeracy and the effective teaching is helping pupils make good progress. This is a good improvement since the last inspection when progress in Years 3 to 6 was judged to be too slow. Since 1996 standards in mathematics reached by pupils in Year 6 have risen considerably from below the national average to being at least in line.

99. There are no significant differences in the performance of boys and girls. Pupils with special educational needs receive good support in numeracy lessons and make good progress. Many of them attain standards above expectations and are able to reach the standards found nationally in the tests. The setting of pupils means that these pupils are

able to receive well-focused support from a very competent learning support assistant in a smaller class and this has a significant impact on their progress.

100. At the age of seven pupils understand the language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. They confidently count on and back in 10s from a given number and more able pupils in 20s and 30s. Pupils know the names and some of the properties, such as the number of sides or faces, of two- and three-dimensional shapes. They collect data about their class, for example, the heights of the pupils, and display their data as a bar chart. By the age of 11 pupils understand the relationships between fractions, decimals and percentages and can use their knowledge to solve real life problems involving money. Pupils can find the factors of numbers to 100 and identify correctly the prime numbers. Their investigational skills, criticised in the last inspection, are well developed with pupils able to think for themselves, solve quite complex challenges and apply logical thought to a range of problems. For example, a group of Year 6 pupils were observed working with intense concentration on solving a problem set by their teacher which challenged them to find the value of letters substituted for numbers in a variety of equations. This they did most successfully and with obvious pride. Pupils use information and communication technology to help them in their work, particularly when handling data.

101. The quality of teaching and learning is good overall with some very good teaching observed. Teachers have good class management skills and are able to create a calm and purposeful working atmosphere in which pupils can concentrate and make good progress. Pupils respond well to this and behaviour in lessons is always satisfactory and more often good or better. All teachers follow the National Numeracy Strategy in their planning of lessons and this is having a positive impact on progress, particularly in the development of mental and oral numeracy skills. This is another area that has improved dramatically since the last inspection. All lessons start with a brisk mental session that grabs the pupils' attention and immediately makes them focus on the learning intentions. In the best lessons this fully involves all the pupils and gives them opportunities to explain and discuss the strategies they employed in finding the answer. Work for pupils is closely matched to their prior attainment. A very good example of this was seen in a Year 1 lesson sorting a variety of objects into sets. The teacher had very carefully graded the work to meet the needs of all pupils and designed it to challenge their thought processes. All pupils made very good progress in the course of this lesson and worked extremely hard to complete the tasks. They were engrossed in their work and much lively discussion took place when deciding on their own criteria for sorting objects such as coins. Teachers explain work carefully to ensure that all pupils are able to start individual or group work without delay. They display the lesson objectives on the board to help pupils focus on them and know when they have been successful in meeting them. Pupils are asked probing questions to make them consider a range of possible answers and to help the teacher assess their understanding. Pupils willingly ask and answer these questions and often make valuable contributions to class discussions. Homework is given regularly and is usually interesting and challenging for the pupils. A super example was a Year 6 class set homework for 'going to sleep'. They were asked to find the prime numbers between 100 and 200 as they lay in their beds and to report back their findings in the next lesson. This imaginative approach motivated them to do their very best to find the answers.

102. The co-ordinator gives good leadership in mathematics. She has led training sessions to familiarise teachers with the National Numeracy Strategy, given demonstration lessons, observed some teaching and monitors planning. This has had a direct impact on the confidence of teachers and on the standards achieved by pupils. Assessment procedures are good with the results of national and other tests being analysed to identify specific aspects of mathematics that would benefit from further input and also to help with the planning of future work. For example, problem solving was identified as weak and the

school has worked hard to fully address this. Targets are set for individuals and groups of pupils to help raise standards even higher. The morning and evening booster classes for Year 6 pupils in the Spring term have proved to be successful in preparing them for their tests.

## **SCIENCE**

103. The 2000 teacher assessments show that standards at age seven are well below the national average. Over the past four years the standards varied a great deal, showing decline as well as improvement. Results in 2000 national tests show that pupils attain standards below the national average at age 11. In comparison to similar schools standards are average overall and above average in achieving higher levels. Over the past year there has been a decline in standards. An analysis of test results show that this is partly due to small cohort groups. For example, in 2000 tests, three out of 20 pupils taking tests, achieved lower standards, bringing the percentage of attainment down to below average. However, compared to the test results during the last inspection, standards have improved across the school.

104. Standards in both the current Year 2 and Year 6 are average. This is similar to the finding in the last inspection.

105. By the time pupils are seven years old, they develop their knowledge and understanding of the properties of different materials. They can describe similarities and differences between materials and investigate magnetic strengths by experimenting on different materials, such as clips, pins, paper and lego. Pupils predict which materials will be attracted to or repelled by the magnets, compare their findings and record the final results. They extend their knowledge of materials by experimenting on how materials, such as chocolates, change from solid to liquid. Many pupils demonstrate an understanding of the basic forces of push and pull. They study about human growth and the importance of healthy eating.

106. Eleven years old pupils study the solar system and learn about asteroids, comets and stars. They know the effect of gravitation pull on planets and how the position of the sun causes day and night and shadows. They experiment how vibrations can change sounds and use musical instruments to explore how high and low pitch sounds are made. They plan for their own investigations and record their findings in various graphs. In both key stages pupils use computers effectively to represent the findings of their experiments.

107. All pupils, including the pupils with special educational needs, enjoy investigative work and recognise the importance of fair tests. Pupils in both key stages gain in their knowledge and understanding of various science topics, such as life processes relating to humans and plants, materials, and the forces of attraction and repulsion between magnets. In both key stages pupils' literacy skills are used well. Pupils label their diagrams accurately. Many respond confidently, and are encouraged to express their ideas clearly and fully when answering questions posed by their teacher. Pupils with special educational needs make good progress in relation to their prior attainment. They have good support and staff are aware that these pupils can succeed in the practical aspects of science.

108. The quality of teaching is good, and this helps to sustain the progress of pupils. Lessons are planned thoroughly, and clear learning objectives are highlighted for pupils at the start of each lesson. In the most successful lessons there is very good management of pupils and of resources, skilful questioning techniques to encourage thinking, and a good pace maintained. Expectations are high and activities are challenging. These were seen in a science lesson where excellent planning and delivery of the lesson meant that pupils

developed investigative skills very well and gained very good knowledge and understanding of how magnets attract or repulse materials, depending on the properties of materials.

109. The role of the science co-ordinator is underdeveloped. Although verbal advice and feedback are given to staff from time to time, there is no systematic programme for monitoring teaching and learning. Assessment procedures are not consistently developed or applied across the school. Teachers assess pupils' progress by recording the coverage of the elements taught and some teachers evaluate their lessons. The science policy has been reviewed and the Qualification and Curriculum Authority's scheme is being adopted.

## **ART**

110. Art and design is a strength of the school. The standards, when compared with those expected nationally, are good for pupils of all ages. All the work displayed round the school is of a high quality and serves to raise the profile of the subject and inspire the pupils. Some of this work is kept in an 'Art Gallery' on the school's intranet and this shows how much the pupils' efforts are valued. This is a good improvement since the last inspection when standards were judged to be satisfactory, although only a limited range of media was used, and with unsatisfactory progress made by pupils in Years 3 to 6. Pupils now make good progress in their learning as they move through the school.

111. Pupils in Years 1 and 2 use a wide range of media and techniques successfully in their work. From an early age they are introduced to colour matching and mixing and can produce attractive artwork using charcoal, pastels, crayons, pencils and paint. Pupils in Year 1 study bark and leaves and look closely at the patterns so that they can replicate them in a variety of ways including rubbings, sewing and printing. They also use the wax resist technique to produce eye-catching firework pictures. In Year 2 pupils learn about the life and times of such artists as Kandinsky and paint good quality pictures in his style. This was clearly seen in a lesson where the pupils were working with background music composed by Kandinsky playing as they worked. This created an almost magical atmosphere and helped the pupils to concentrate. Pupils in Years 4 and 5 use a colour wash as a background to a painting in the style of Mackenzie Thorpe's 'First Light' and produce some very effective and interesting pictures. They also study the repeated pattern designs of William Morris which they accurately reproduce using water colours and crayons. Pupils in Year 6 paint beautiful pictures of still life subjects with a good eye for detail including texture, shading and shadows. This work is very well displayed and enhances the classroom environment considerably. Year 6 pupils also choose objects to make up a still life display to represent the school and then talk to the class giving the reasons for their choice of objects. All pupils in the school have their own sketchbooks which they use for planning work, mark making, observational drawing and trying out new techniques. They are encouraged to experiment with a range of media and make their own decisions as to the effectiveness of one technique over another.

112. The quality of teaching and learning is always good or very good. Only three lessons were able to be observed during the inspection but from these and looking at pupils' finished work, it is clear that the teaching is of a uniformly high standard throughout the school. Teachers plan their lessons carefully and provide good quality resources for pupils to use. This was clearly seen in a Year 1 lesson where pupils were creating pictures in the style of Henri Matisse. They were successfully cutting out shapes to create pictures based on his work and sticking them on paper. They chose their own paper and the teacher had provided a large cheese plant leaf as an additional stimulus. Teachers manage their pupils well and create a calm working atmosphere that enables pupils to concentrate and produce their best efforts. Pupils are very enthusiastic about their work, discuss it in depth and behave well in all lessons.

113. The 'Art Galleries' of pupils' work around the school and the use of information and communication technology to display work is having a good effect on standards as pupils can learn from each other by looking at good quality pictures. At present there are no formal assessment or recording procedures in place to help teachers know the levels that individual pupils are attaining or to give the co-ordinator an accurate overview of the standards reached throughout the school.

## **DESIGN AND TECHNOLOGY**

114. Only one lesson in design and technology was observed during the inspection but, from this, looking at teachers' planning, talking to pupils and a scrutiny of finished work on display, the standards attained by pupils aged seven and 11 are as expected nationally. This is an improvement since the last inspection when attainment was judged to be unsatisfactory for pupils aged seven and the provision did not meet National Curriculum requirements.

115. Pupils in Year 1 join a variety of materials to make structures that they can test for strength. In the lesson observed pupils were able to make cubes from straws and pipe cleaners, walls from a construction kit and structures from wood with reinforced corners of card. They did this most successfully and with great enjoyment, especially when their efforts were tested at the end of the lesson. They learned a lot in the lesson about how the shape of a structure can have an effect on its load bearing capacity. Older pupils in Years 3 and 4 make effective puppets and chairs from straws. The puppets are linked to their literacy work and depict the characters in the story of James and the Giant Peach as well as in science by making shadow puppets. Year 6 pupils, following their residential trip to Dorset, made good quality models of Swanage and its surrounding area. They used junk materials and covered them with Modroc to sculpt the scenery. This work was appropriately linked to their work in geography and reinforced their learning about coastal erosion. The correct design processes are followed but not always recorded by pupils. Recording in a more formal style would help teachers to assess the levels pupils are reaching. One aspect of the subject still to be developed is the use of control technology to operate models made by pupils.

116. The overall quality of teaching could not be assessed as only one lesson was observed. However, teachers are planning their work according to the scheme of work and the quality of some of the finished products showed that pupils were learning the correct making skills effectively. Pupils talk enthusiastically about their work and are immensely proud of it. Assessment of pupils' understanding and skills has yet to be developed and this is an area for future development. A common design format, appropriately modified for the ages of the pupils and used throughout the school, would help the co-ordinator to monitor standards more effectively.

## **GEOGRAPHY**

117. There were no geography lessons taking place during the inspection period and it was not possible to make a judgement on the quality of teaching in the school or on attainment by the time pupils reach the age of seven. Discussions with Year 6 pupils indicate that pupils achieve average standards by the time they are aged 11.

118. There was little written work available to scrutinise, but displays indicate that pupils' understanding is developed systematically. Year 1 pupils have visited the area immediately around the school and begin to identify features of the locality. There is a clear progression from work in the reception class.

119. Year 6 pupils gain good understanding of the effects of erosion on cliffs when they visit Dorset on their school journey. They explain the process in simple terms, and can

relate their work to recent landslides and flooding in other areas following heavy rainfall. They show a particular interest in environmental issues and pollution, and they are developing a sound understanding of the impact human beings have on the landscape. They refer, for example, to local shopping developments and to the impact traffic has on the quality of life. However, their understanding of areas outside the United Kingdom is sketchy and they have only limited recall of work on India covered lower down the school. Pupils make very good use of the Internet and of CD ROMs to carry out their own research. They have good opportunities to present their work in different ways, through models, drawings and debates.

120. A key issue following the previous inspection required the school to ensure that the geography curriculum met National Curriculum requirements. The school has introduced a suitable scheme of work which covers all the required aspects, although systems for monitoring teaching and learning are informal. This is an area for development.

## **HISTORY**

121. Standards in history have improved since the previous inspection and pupils achieve average standards by the time they are seven and 11. This is the result of good teaching, which motivates pupils to learn.

122. Pupils in Year 2 showed a sound knowledge of events in Florence Nightingale's life. After a series of lessons, which included watching a video, they had written a diary account of her day in the hospital at Scutari. They thoroughly enjoyed acting out the diary accounts and their comments showed an emerging understanding of some social attitudes of the times. For example, one commented that, "Ladies weren't allowed in hospitals in those days, but they are nowadays." He went on to say that both men and women work in hospitals now. Pupils had also gained some idea of the dirty conditions in early hospitals. They showed an emerging knowledge that source material had to be examined critically, and knew that facts can be found in books and on the Internet.

123. Pupils benefit from a good use of resources including visits but some topics are not covered in enough depth. Although pupils are motivated by enjoyable activities in lessons, teachers do not ensure that there is enough historical content in some lessons. In Years 3 and 4 pupils have a sound understanding of some aspects of Anglo-Saxon daily life, but can recall few facts about Anglo-Saxon invasion and occupation of Britain. They show a bloodthirsty interest in Anglo-Saxon trial by ordeal and enjoyed discussing the pros and cons of ordeal by fire and water. Some recalled seeing stocks when they visited an Anglo-Saxon village, but they discovered little new about the period. Pupils in Year 6 made very good progress in developing their understanding of the use of source material as they worked to prepare a news report about the death of Diana, Princess of Wales. They had spent time at home interviewing adults and conducting research in books and on the Internet, and had a sound factual knowledge. Through skilful questioning the teacher began to explore the impact the event had on ordinary people. Although the lesson contributed very well to an understanding of source material, the topic does little to extend pupils' knowledge of significant change over time.

124. Although pupils have good opportunities for discussion and research, there is little evidence of extended writing, particularly at the top of the school. The scheme of work provides for coverage of the national curriculum, but there is no system of monitoring to ensure that skills and knowledge are developed systematically.

## **INFORMATION TECHNOLOGY**

125. Standards of achievement in information technology by the age of seven are above and, by the age of 11, are in line with national expectations. This is a significant improvement since the last inspection when standards were judged to be below expectations throughout the school, with many pupils underachieving. The school has made marked improvements to the provision. These developments have included the setting up of updated computers, linked to the Internet and with suitable software to improve the teaching and learning of information technology skills as well as supporting many other subject areas of the curriculum. Most teachers and classroom assistants have received thorough training in teaching computer skills. During the inspection the pupils had access to computers in their classrooms which were carefully timetabled by teachers to give all pupils equal access. Pupils use the computers in the corridors as required and with confidence.

126. By the age of seven, pupils can use a computer for word processing and have a developing knowledge of the keyboard and its functions. They can use toolbar functions to change the font to improve the presentation of their work and can edit using the delete and arrow keys. By linking their work in information technology to other subjects such as literacy and numeracy they improve their skills in reading and writing effectively. Here, they also have a very good opportunity to develop their independent learning skills. At the age of 11, pupils can word process with confidence. They use the Internet and CD-ROMs to research information about a range of topics, such as newspaper headlines. Pupils in Year 6 use Excel to create graphs, use scanner and photographs to design a Christmas card and can use e-mail to send their news to each other. In both key stages, pupils have a good understanding of the uses of technology in the world and its impact on our daily lives.

127. Only one lesson was seen during the inspection. Teaching was very good in this lesson where very good planning and the subject knowledge of the teacher enabled children to design their own signs and then save and print them independently. In other classes, teachers introduce the week's programme of the computer skills on every Monday and pupils work through that programme during the week, revisiting the objectives to assess pupils' progress at the end of the week. Pupils know this routine well and follow the programme effectively in a mature way and become increasingly independent learners. However, pupils are observed to use computers in most lessons and lunchtime to support their learning by finding relevant information in various areas of the curriculum. On the basis of these evidence, scrutiny of teachers' planning and pupils' work and discussion with pupils, it is judged that the quality of teaching is good. Teachers plan information technology work very carefully in all subject areas and ensure that the computers are used efficiently by ensuring that all pupils have access to the computers. Links with other subjects are effective and serve to enhance the provision across the National Curriculum. Pupils thoroughly enjoy all work in this subject and work with great interest and enthusiasm. They concentrate well and treat all the equipment with great care. They respond positively to this opportunity for developing independent learning skills.

128. The subject is managed efficiently with a marked improvement in the provision for and learning opportunities for all pupils to acquire knowledge and skills in ICT, since the last inspection.

129. Assessment procedures are developing and resources are good.

## **MUSIC**

130. The standards pupils attain in music are as expected for their age. This is a good improvement since the last inspection when music was judged to be an aspect of the curriculum in need of development. This improvement has mainly been brought about by

the introduction of a published scheme of work that has been enthusiastically adopted by teachers and has improved their expertise and confidence.

131. Pupils throughout the school sing reasonably tunefully and with due regard for phrasing and rhythm. They sing in class lessons and in assemblies, sometimes singing from memory and often with their own accompaniment using tuned and untuned percussion instruments. Pupils from Year 2 have the opportunity to learn to play the recorder, violin or guitar. Many of these pupils reach a good standard and can play from standard notation. The quality of recorder playing, both descant and treble, for a local 'Mediaeval Fayre' was of a good standard and the pupils, as well as the audience, thoroughly enjoyed the performance. In class lessons pupils compose their own music as was seen in a Year 3/4 class making repeated patterns using a good range of instruments. They understood the task and worked very well together, beginning to devise their own notation to record their music. They played their finished pieces with confidence and pride in their achievements. Year 5/6 pupils listen to music from other lands such as Indonesia and China, identify the rhythms and accompany them with percussion instruments and clapping. They have a secure knowledge of instruments and how they work, for example, they know that the pitch of an instrument, which is blown, is dependant on its length. All pupils have a singing lesson each week as well as class lessons and this greatly enhances the provision and consequently raises standards. Pupils have many opportunities to listen to music in assemblies and in class and are told the title and composer.

132. The quality of teaching and learning is always satisfactory and often good. All teachers take their own classes for music and use the scheme of work to good effect. They manage their pupils well and this enables pupils to work in a secure and well-ordered environment that gives them many good learning opportunities. Pupils often work in groups to compose their own music and this they do very sensibly and co-operate well, sharing the available instruments without fuss or argument. Pupils' work is not always recorded on audiotape so that they can evaluate their own performance and make improvements to the quality.

133. There are three extra-curricular recorder clubs held at lunchtime which are well attended and enjoyed by the pupils. The peripatetic guitar and violin teachers also give pupils the opportunity to learn to play an instrument and to reach a good standard of performance. Concerts are held each year to enable parents and other pupils to enjoy listening to their efforts. Pupils also play in assemblies and services. During the inspection the school held its annual Crib Service and the recorder players and violinists performed well to an appreciative audience that included parents. Visiting musicians, such as a string quartet, play to pupils to extend their musical appreciation and encourage them in their own music making. All aspects of the music curriculum are taught throughout the school and the subject brings a great deal of pleasure to all involved.

## **PHYSICAL EDUCATION**

134. Standards attained in physical education are as expected for the age and ability of the pupils throughout the school. The standards have been maintained at the same level since the last inspection. Only dance and games lessons were observed during the inspection but from looking at planning it is clear that all aspects are covered over time including gymnastics, swimming, athletics and adventurous activities. The school has made commendable efforts to ensure that the provision has not diminished in quantity or quality despite the recent appropriate school focus on literacy and numeracy. Overall pupils make satisfactory progress in the subject as they move through the school with good progress in some aspects such as dance in Years 1 and 2.

135. The dance lessons observed in Years 1 and 2 were of a consistently high standard with pupils using space well and having a good awareness of other pupils. They successfully danced the Circassian circle in Year 1 and the Brighton Camp dance in Year 2 with skill and obvious enjoyment. All pupils joined in and made good progress in the lessons in learning new skills and reinforcing prior learning. Pupils in Year 3/4 can pass a large ball accurately using a chest pass and can pat bounce the ball with good control. They learn basketball skills in small-sided games and more able pupils understand the need to look for a space before calling for the ball to be passed to them. They know that rules are important and the majority keep to them with a good sense of fair play. All pupils know the importance of dressing correctly and having a warm up routine prior to the main part of the lesson. They understand the effect of exercise on the body and its importance for healthy living. Years 4, 5 and 6 were having swimming instruction during the inspection at a local pool and records of attainment show that the majority can swim at least 25 metres and are confident in water by the time they leave the school. Indeed, many pupils exceed this standard and win certificates and badges for swimming greater distances and in personal survival and lifesaving techniques. Pupils in Years 3 and 6 go on residential trips and take part in outdoor and adventurous activities. The photographs taken on these trips show pupils thoroughly enjoying themselves clambering over various obstacles and dangling from ropes.

136. The quality of teaching is always satisfactory with some very good teaching observed, particularly in dance. This is an improvement since the last inspection when some teachers were judged to be lacking in confidence and subject knowledge. A brisk and appropriate warm up at the start of each lesson is followed by the main learning activity that is carefully planned to build on the prior attainment of pupils of all abilities. Teachers manage their pupils well and keep them active throughout the lesson. In fact, in a Year 2 lesson the pupils were almost completely worn out and had to have a rest!

137. The curriculum is enhanced by an excellent range of extra-curricular activities during the year, which include football, various styles of dance, rugby, basketball, jump rope and netball. Pupils have also had success in competitive sport against other schools. They have been runners up and winners of the County tag rugby competition in the last two years, won the small schools' netball tournament and took part in the local schools' fun swimming gala and athletics meeting. The pupils in Years 1 and 2 represented the school in a nearby Mediaeval Fayre and entertained the visitors with some high quality country dancing. The expressions of delight on their faces when their efforts were applauded were a joy to behold. The accommodation is good with a small swimming pool for use in the summer, a large grassed area and a good-sized hall for dance and gymnastics.

## **RELIGIOUS EDUCATION**

138. Attainment of pupils at ages seven and 11 are in line with that expected for pupils of these ages. Standards have been maintained at the similar level since the last inspection.

139. Pupils at the end of Key Stage 1 show that they have sound knowledge of Christianity. They recognise that giving and receiving gifts are the most important part of Christmas celebration and explore the symbolism of a religious celebration, such as the gifts like 'myrrah' in the story of the birth of Jesus. They have sound knowledge of some New Testament stories, and recognise the special and different nature of religion. At the end of Key Stage 2, pupils demonstrate good factual knowledge of the major religions, and particularly of Christianity. Pupils in Year 6, write Christmas story books for younger pupils, with key messages for Christmas. By the time they are ready to leave the school, pupils have an appreciation of the main traditions and are able to identify the significance of each faith's festivals and celebrations. Pupils' learning is supported by the school's policy of celebrating the richness of the variety of faiths, and by the respectful approach to differences which is adopted by both pupils and teachers

140. Teaching in religious education is good. Teachers have good subject knowledge, and plan lessons well. They ensure that pupils' gain in knowledge and understanding of different religions make a good contribution to their spiritual, moral, social and cultural development.

141. The subject is managed effectively. The school uses the scheme of work by the Qualification and Curriculum Authority. Resources are adequate to deliver the curriculum.