

## INSPECTION REPORT

### **FLAMSTEAD SCHOOL**

Flamstead, St.Albans

LEA area: Hertfordshire

Unique reference number: 117100

Headteacher: Mrs H.Thornton

Reporting inspector: Mrs A.J.Pangbourne  
23818

Dates of inspection: 27<sup>th</sup>-29<sup>th</sup> January 2003

Inspection number: 247720

Full 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:	County
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Trowley Hill Road Flamstead St.Albans Hertfordshire
Postcode:	AL3 8DL
Telephone number:	01582 840385
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Lloyd
Date of previous inspection:	January 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23818	Alison Pangbourne	Registered inspector	Areas of learning for the Foundation Stage English Art and design	How high are standards? How well are pupils taught? How well is the school led and managed?
9789	Leigh Barclay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents? Pupils' attitudes, values and personal development
8722	Eric Wilson	Team inspector	Science Information and communication technology Design and technology History Music Educational Inclusion	How good are the curricular and other opportunities offered to pupils?
17757	Judith Willis	Team inspector	Mathematics Geography Physical education Religious education Special educational needs	.

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

### **INFORMATION ABOUT THE SCHOOL**

Flamstead School is situated in the village of Flamstead, near St Albans. It draws most of its pupils from the village and surrounding areas, which comprise a mixture of owner occupied and rented properties. The socio-economic circumstances of the pupils are broadly average and ten per cent are entitled to a free school meal. Children's attainments on entry are broadly average but cover the full range of attainment. The school has traditionally accommodated children of nursery age in the reception class part time and it has applied to be recognised as having nursery status. At the time of the inspection, there were 99 full time pupils on roll with nine children attending part time. There were 20 pupils with special educational needs, ranging from general learning difficulties to hearing impairment and other medical conditions. Two pupils have a Statement of Special Educational Needs, which is broadly average. There are few pupils from ethnic heritages and three pupils speak English as an additional language. There are a similar number of boys and girls, although some year groups have more boys than girls. There is significant mobility with some pupils leaving at the end of Year 2 to attend local private schools and others, living in the adjacent county, leave at the end of Year 4 to join the Middle schools in that county. There has been a high turnover of staff recently.

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

This is an effective school with several very good features. Children start school with broadly average attainments. By the time they leave the school at the end of Year 6, standards are above average and pupils are achieving well. The quality of teaching is good. The headteacher and governing body provide very good leadership and management and are well supported by all staff. The school provides good value for money.

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

- Standards are above average in English, mathematics, science and information and communication technology by the end of Year 6 because the quality of teaching is good.
- The quality of teaching for children in the nursery and reception class is very good and gives them a very good start to their education.
- Excellent provision for social development results in very good behaviour and excellent personal development and relationships. The way in which pupils use their initiative and show responsibility is exemplary.
- The very good leadership and management provided by the headteacher and the governing body contribute positively to the very good improvement since the previous inspection.
- A very good range of extra-curricular activities enriches the curriculum.
- The impact of parents' involvement on the work of the school is very good and the school has very good links with them.
- The good provision for classroom assistants has a positive impact on standards.

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

- Standards in design and technology are below average by the end of Year 2 and Year 6 because there are insufficient opportunities for pupils to develop these skills.
- Tasks for higher attaining pupils in mathematics in Year 2 are not always clearly identified and pupils are not always encouraged to explain different strategies for solving numerical problems.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in 2001, when it was judged to be underachieving. The weaknesses identified then have been very well addressed and the school is well placed to make further improvement. Standards have risen in English, mathematics and science and the quality of teaching and learning has improved significantly. The school has achieved this despite a period of instability among the teaching staff and three of the five teachers are new this year. The school has worked hard to address the many issues identified in the previous report, successfully raising standards, improving the curriculum, establishing management roles and developing assessment procedures. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of the pupils.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	C	E
Mathematics	E	E	D	E
Science	D	E	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Given the relatively small number of pupils in each year group, too much emphasis should not be placed on any one year's performance, but taking the years 2000 to 2002 together, results have been below average in English, mathematics and science. However, standards have been rising steadily since the previous inspection in 2001 and the small Year 6 last year also included a number of pupils with special educational needs and this distorts the average point scores. In the national tests and teacher assessments for pupils at the end of Year 2, in 2002, results were well above average in writing and above average in reading and mathematics. Standards in science were very high.

Inspection evidence shows that children are on course to exceed the early learning goals in communication, language and literacy, personal, social and emotional development and physical development by the end of the reception year. They are on course to attain them in mathematical development, knowledge and understanding of the world and creative development. They are achieving well. By the end of Year 2, standards are above average in speaking and listening, writing, physical education and science. Pupils are achieving well. By the end of Year 6, standards are above average in English, mathematics, science and information and communication technology. These pupils are also achieving well. Standards are average by the end of Year 2 and Year 6 in all other subjects except for design and technology, where they are below average. This is because there are insufficient opportunities for pupils to develop their skills. Standards are above average in speaking and listening by the end of Year 2 and well above average by the end of Year 6. The reason for the differences between inspection evidence and the results of last year's tests at the end of Year 2 is due to the number of pupils with special educational needs in the small year group. Improved standards at the end of Year 6 are due to the close tracking of progress and the beneficial effects of the implementation of the National Numeracy Strategy. The school has set challenging targets and it is on course to meet them.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and are eager to respond to questions and challenges.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and strive to meet the school's expectations of good behaviour.
Personal development and relationships	Excellent. Pupils take their responsibilities seriously and older pupils take care of younger ones.
Attendance	Very good. There is no unauthorised absence.

- The School Council provides all pupils with the opportunity to take part in democratic decision making. The level of social maturity shown by pupils is outstanding.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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 and leads to good learning. The quality of teaching was never less than satisfactory and examples of very good or excellent teaching were seen in each class. The quality of teaching is highest in the nursery and reception class, where it is never less than very good, and the teacher, nursery nurse and classroom assistant work very effectively as a team. The quality of teaching is consistently good throughout the school, with particular strengths in Year 3 and Year 4, where very challenging questions provoke thought. The teaching of English and literacy skills is good, enabling pupils to make good gains in their learning. The quality of teaching of mathematics and numeracy skills is good at the end of Year 6 and satisfactory at the end of Year 2, where more opportunities could be provided for pupils to explain their strategies for solving number problems. Strengths in the quality of teaching include the effective use of classroom assistants, very well planned tasks to meet the needs of all pupils and interesting strategies to motivate them. Pupils work very hard and show very good levels of independence. Where teaching is satisfactory rather than good, weaker class management strategies slow the pace and higher attaining pupils are insufficiently challenged. When music lessons take place immediately after a singing assembly pupils lack motivation. The school meets the needs of most of its pupils very well. Tasks are planned to meet the needs of those who have special educational needs and for whom English is an additional language. The needs of higher attaining pupils are well met, although there is room for improvement in mathematics in Year 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is enriched by a very good range of extra-curricular activities. Provision for personal, social and health education is very good.
Provision for pupils with special educational needs	Good. Teachers use targets on individual education plans to plan suitable tasks, but the quality of these plans are variable through the school.
Provision for pupils with	Good. The small number of pupils are well integrated into the school and

English as an additional language	receive good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Excellent provision for social development, very good provision for moral development, good provision for cultural development and satisfactory provision for spiritual development. Pupils are suitably prepared for life in multicultural Britain.
How well the school cares for its pupils	Very good. Very good procedures for monitoring attendance and behaviour. There is a good range of assessment procedures and teachers use assessment well to ensure that pupils build on what they already know.

- The school has very good links with parents for whom it supplies very good information. Parents regard the school very highly.
- Provision for personal, social and health education is a strength and pupils learn what it means to be a contributing member of a diverse multicultural society.
- The school has worked hard to develop good assessment procedures in all subjects.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very strong leadership. She has led the school forward successfully through a period of staff changes. Recently appointed co-ordinators share her strong commitment to improvement.
How well the governors fulfil their responsibilities	Very good. They are very supportive and have a thorough knowledge of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good. The school analyses its performance very thoroughly to identify areas for improvement. It has already implemented several initiatives to raise standards further. It closely monitors the performance of individual pupils and provides extra support when necessary.
The strategic use of resources	Good. Resources are targeted to raise standards. The generous provision of classroom assistants contributes positively to the standards attained. The regular provision of an extra teacher one day each week to enable Year 6 pupils to be taught as a small year group, with a high ratio of adults to pupils, is a strong feature.

- The school is well staffed. The accommodation is satisfactory overall but the classrooms are small, particularly for the youngest children. Resources are satisfactory.
- The headteacher has successfully taken responsibility for many initiatives herself because of the significant staff turnover.
- The principles of best value are applied well.

## 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 coming to school.</li><li>• Parents feel comfortable to approach the school with questions or concerns.</li><li>• Their children are encouraged to be mature and responsible.</li><li>• Their children are expected to work hard.</li><li>• The teaching is good and the children make good progress.</li><li>• Behaviour is good.</li></ul>	<ul style="list-style-type: none"><li>• Some parents would like more homework while others would like less.</li><li>• Some parents would like more activities to be provided outside lessons.</li></ul>

The inspection team supports the positive views expressed by parents. However, they found that the range of activities provided outside lessons was very good and much better than what is provided in many schools of this size. The amount and regularity of homework is similar to most primary schools.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry to the school is broadly average but covers the full range of attainment in all the areas of learning. Children make good progress and achieve well, firmly consolidating and developing their skills in response to the very good teaching they receive. By the end of the reception year, most children are on course to exceed the early learning goals in communication, language and literacy, personal, social and emotional development and physical development because the school places particular emphasis on these skills. They are on course to attain the early learning goals in mathematical development, knowledge and understanding of the world and creative development.
2. The significance of comparative test results or teacher assessments as measures of school performance depends on the number of pupils in each year group. Given the small year groups and the variations between the number of pupils with special educational needs and those of higher attainment in the year groups, too much emphasis should not be placed upon any one year's National Curriculum test results.
3. In the 2002 National Curriculum tests taken by pupils at the end of Year 2, the results were well above average in writing and above average in reading and mathematics. Teacher assessments in science show that the proportion of pupils who reached the nationally expected level was very high. The proportion of pupils who reached the higher Level 3 was average in reading, above average in writing and well above average in mathematics and science.
4. In the 2002 National Curriculum tests taken by pupils at the end of Year 6, the results were average in English and science and below average in mathematics. The proportion who reached the higher Level 5 was average in English and below average in mathematics and science. However, this year group was small and included a number of pupils with special educational needs. Compared with schools with a similar number of pupils eligible for free school meals- in 2002 this was up to eight per cent- attainment was well below average in English and mathematics and below average in science.
5. Inspection evidence shows that standards are rising. By the end of Year 2, standards are above average in speaking and listening, writing, physical education and science. Standards are average in all other subjects with the exception of design and technology where standards are below average. Achievement is good overall. The previous inspection identified standards that were broadly average in all subjects so there has been significant improvement. By the end of Year 6, standards are above average in English, mathematics, science and information and communication technology. They are average in all other subjects except for design and technology where they are below average and in speaking and listening where they are well above average. Achievement is good overall. Again there has been significant improvement since the previous inspection because standards were well below average in mathematics and information and communication technology and below average in science. In 2002 the school's improvement was the best in the local education authority.
6. There are several reasons for the improvement in standards and the difference between inspection evidence and national test results. Standards are higher at the end of Year 6 because the National Numeracy Strategy has now been fully implemented and the beneficial effects of this are now impacting positively on standards in mathematics. Full implementation of the National Curriculum programmes of study and improved resources contribute to improvement in information and communication technology. In science, improved subject knowledge and the close tracking of progress is a significant factor. Standards at the end of Year 2 are not as high this year because the current year group includes a higher number of pupils with special educational needs. The school has sensibly focused on raising standards in the core subjects while it was identified as

underachieving. Consequently, standards are not as high in all other subjects. In design and technology, lack of opportunities to develop the necessary skills contributes to the low standards.

7. As well as variations in results due to the small year groups, there is also significant mobility amongst the pupils, with some pupils leaving at the end of Year 2 to attend private schools and others leaving in Year 4 to attend Middle schools in the adjacent education authority. The school also admits some pupils who have left other schools because of their behavioural difficulties. Almost one third of last year's Year 6 joined the school in or after Year 3 and so the data that suggests that pupils make very poor progress through Years 3- 6 should be treated with caution as they are not the same pupils.
8. Standards in literacy are above average by the end of Year 2 and Year 6. Standards in numeracy are average by the end of Year 2 and above average by the end of Year 6. Opportunities to use literacy skills in other areas of the curriculum are well developed. For example, pupils record their findings in science, history and geography. They use their numeracy skills in science to record data and in art and design to measure clay. Information and communication technology skills are developed in other subjects such as to research information in history and geography and to support literacy and numeracy skills.
9. Pupils with special educational needs achieve well in relation to their prior attainment throughout the school. They make good progress in lessons supported well by teachers and classroom assistants. Individual education plans and weekly support sheets indicate the good ongoing progress of these pupils to meet their targets. Pupils on the gifted and talented register have only recently been identified and as yet there is no record of their achievement over time. Pupils who speak English as an additional language also make good progress because they are well supported in lessons by talented classroom assistants.

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

10. The pupils' attitudes to learning are very positive. The school has improved this aspect since the previous inspection by improving the quality of the teaching across the school so that all the teachers succeed in engaging the pupils' interest and attention. The school provides a happy, secure environment and places a high value upon the contribution of each individual. The pupils enjoy coming to school and are keen to start their lessons. They settle well at the beginning of the day and after breaks and are quickly involved in their work. They are very enthusiastic about most areas of the curriculum, particularly history and using computers. Pupils in all classes are eager to respond to questions and challenges. The pupils have, from an early age, very well developed listening skills and they concentrate for extended periods of time. Even the nursery children paid full attention throughout an extended School Council meeting. This sustained concentration contributes very positively to the pupils' learning. It is also a feature of their polite attitudes towards each other; they listen courteously to other points of view and contributions to discussions. They work well in pairs and groups, organising themselves sensibly and sharing resources. They collaborate well and want to do their best. The reception class children are confident in trying new activities and pupils in all classes are confident in expressing their views. Pupils with special educational needs have positive attitudes to learning and are confident in their response to good questioning and explanations by teachers and classroom assistants. They concentrate well with support and make good progress.
11. The pupils' behaviour in lessons and at play is very good. This represents an improvement since the last inspection and is attributable to the better quality of teaching which fully engages the pupils' attention as well as to the school's clear guidance on behaviour. There have been no exclusions. In recent years the school has taken a number of pupils who have left other schools because of their disruptive behaviour and has successfully integrated them into the Flamstead school values of respect for others. The teachers and other adults provide excellent role models. The pupils know the school rules and they adapt these for their class rules. The School Council, which includes all pupils in the school, is an exceptionally effective forum for sharing concerns about offending behaviour and working together as a community to agree improvements. As a result, the school rules are shaped and adopted by all pupils as their own. The school's approach

to behaviour is based on positive praise and incentives. The sanction of withdrawing some of a pupil's 'Golden Time' may be used for more serious or persistent misbehaviour but the pupil is always told how it may be redeemed. No bullying was observed or mentioned during the inspection. The relationships throughout the school are very good. There is mutual respect and affection which leads to a friendly, harmonious community. Around the school, pupils hold doors open for each other, older pupils look after young pupils and all behave sensibly. This helps to create a caring and secure environment conducive to work and learning.

12. The pupils' personal development is excellent. Again, this is a significant improvement since the last inspection and the fruition of the school's consistent application of the values of respect and tolerance. The school functions as a community where every member is valued and learns to value others. The pupils appreciate the impact of their actions on others. The team system within the school means that older pupils accept responsibility for the younger members of their team. They take these responsibilities seriously and will notice if a small child cannot see the words of the songs in assembly, moving the child to the front without prompting. In all classes the pupils happily work together on tasks and listen to each other's views with respect and interest. The younger pupils readily take their problems to their team captains for resolution. They are caring and considerate towards each other. They are also quick to organise themselves so that they are ready for their work. The level of social maturity and sense of citizenship is, in all age groups, outstanding. The School Council provides the pupils with the opportunity to participate in a democratic decision-making process and they contribute with confidence.
13. The level of attendance is very good. It was well above the national average in the two years preceding the inspection. There was no unauthorised absence at the school, in the same years, which is excellent. Most pupils arrive punctually at the start of the school day.

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

14. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. All teaching seen was at least satisfactory with eight out of ten lessons being good or better. Almost one in five lessons was very good or better. This is a significant improvement since the previous inspection where one in ten lessons were unsatisfactory and only a similar number were very good. The school has successfully addressed the key issue to improve the percentage of very good teaching.
15. The quality of teaching in the nursery and reception class is very good and it is a strength of the school. Teaching was never less than very good. A particular strength is the way in which the teacher, nursery nurse and classroom assistant work very effectively as a team for the benefit of all children. All share the same very high expectations and, as a result, the children show very good levels of independence and try hard to succeed. All adults ensure that the needs of all children, including those with special educational needs and those who are gifted and talented, are well met. The adults share responsibility for noting individual assessments in each session and this leads to children building on skills that they have already learned. The children are very well managed and an exciting range of teacher-led and self-initiated activities ensures that they concentrate very well.
16. The quality of teaching and learning is good overall in English, mathematics, science, religious education and music. There was insufficient evidence to make a judgement in any other subject. As a result of good teaching, pupils make good gains in their learning. This is because the school takes care to ensure that the needs of all pupils, including those with special educational needs and those for whom English is an additional language are well met. The needs of higher attaining pupils are generally well met, although there is room for higher attaining pupils to be more fully challenged in mathematics in Year 2.
17. The quality of teaching and learning is consistently good throughout the school. Examples of very good or excellent teaching were seen in each class. In the class for pupils in Year 3 and Year 4 the quality of teaching is very good overall. Strengths include the use of very challenging questions that provoke thought, very good use of humour that maintains the pupils' attention and brisk pace.

For example, in a very good literacy lesson, pupils learned to edit their instructions for making a sandwich after considering what was really necessary. Questions such as 'What is the difference between an instruction and an order?' engendered much thoughtful discussion. In a very good mathematics lesson, very clear explanation ensured that all pupils, including those with special educational needs, understood the task. A good range of activities was planned to meet the needs of pupils with a wide range of levels of attainment in the mixed age class.

18. Other features of the very good teaching seen during the inspection include the very effective use of classroom assistants, very well planned tasks to meet the needs of all pupils and interesting strategies to motivate the pupils. This is an improvement since the previous inspection, where an over reliance on worksheets was identified. Teachers explain what pupils are going to learn at the beginning of lessons and check their understanding at the end. As a result, pupils have a good understanding of their own learning and concentrate on their tasks. In a very good dance lesson, for pupils in Year 2, very high expectations and class control enabled pupils to represent the movements of a balloon and to evaluate their own performance. In a very good history lesson, the use of a realistic Egyptian 'mummy' motivated the pupils and the opportunity for close observation led to a clearer understanding of the process used. Classroom assistants work very effectively with individuals and small groups and make a positive contribution to the standards attained. One excellent lesson was seen for pupils in Year 1. In this history lesson, excellent subject knowledge and thorough planning meant that pupils learned what life was like during the Crimean War through role-play. Pupils acted out the battle at Scutari, responding very well to challenging questions about conditions in the hospital. The opportunity for role-play gave pupils a real understanding about the work of Florence Nightingale, responding very well to the teacher's very high expectations of behaviour.
19. Other features of the good teaching include opportunities for pupils to discuss their work. Numerous examples were seen where pupils were invited to share their ideas in pairs or small groups; for example, pupils in Year 1 discussed what to wear to keep warm before sharing their ideas with the class. Older pupils in Year 6 explained the technique they used for their clay pots, so encouraging offers to try different methods. The way in which pupils are encouraged to express their views and listen to those of others makes a very positive contribution to their personal development and their speaking and listening skills and was a feature of most lessons.
20. What makes the difference between lessons that are satisfactory and those that are better is sometimes the timing of the lesson. For example, pupils in Year 5 and Year 6 had their music lesson immediately following a whole school singing assembly. Consequently, the pupils were not as motivated as they might have been and this limited learning. The small number of other satisfactory lessons, mostly in mathematics, featured weaker class management strategies where time was wasted moving to group activities and a lack of challenge for higher attaining pupils in Year 2. Opportunities for pupils to share and explain their strategies for solving problems were missed.
21. Teachers use information and communication technology appropriately to support their teaching. Its use is well developed in English, particularly for word processing, and in mathematics for presenting data. Pupils research information in history and geography and record information in science. Classroom displays show that teachers use information and communication technology to stimulate the pupils. However, during the inspection, opportunities for pupils to use the computers to develop their skills in lessons were often missed.
22. The quality of teaching for pupils with special educational needs is good throughout the school. Teachers have a good understanding of pupils' individual needs and focus questioning and explanations well in oral sessions to ensure that these pupils are well included in the lessons. Pupils receive good support for group work and whole class written work from teachers and classroom assistants and tasks are appropriately planned to match levels of attainment. They make good gains in their learning in all areas of the curriculum throughout the school.
23. The quality of pupils' targets set in individual education plans is variable throughout the school. Where targets are clearly focused and measurable, with appropriate steps in learning identified,

pupils' progress is good. However, targets for pupils in some classes are not sufficiently clear or explicit for progress to be adequately assessed.

24. Where group and written tasks are specifically planned at high levels for gifted and talented pupils they do well but in some classes tasks are not planned to provide pupils with the opportunity to attain at a higher level than the rest of the class, particularly in mathematics in Year 2. Individual action plans have been prepared for gifted and talented pupils but these do not yet contain individual targets.

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

25. The school provides a good curriculum that is broad, balanced and relevant. It fully meets statutory requirements for the National Curriculum, religious education and collective worship. The school has improved provision and very successfully addressed the issues raised in the previous inspection. Time is now appropriately allocated to all subjects and there is more emphasis on the teaching of investigative skills in science and mathematics. The National Numeracy Strategy is in place and mathematics is now used effectively across the curriculum.
26. The curriculum for the children in the nursery and reception class is good. It provides a wide range of challenging and stimulating activities that are well matched to their needs. It includes a good mix of teacher-led and child-initiated activities. The very good ratio of adults to children ensures that a variety of activities can be offered in each session and that they are well matched to the children's level of attainment. Very strong emphasis is placed on the development of independence skills across all the areas of learning and this prepares them well for the next stage in their education.
27. The National Literacy and Numeracy Strategies have been implemented effectively, although more opportunities need to be provided for pupils to use and explain a range of different strategies for solving mathematical problems in Year 2. The curriculum is well supported by clear policies and good schemes of work but there is an insufficient identification of skill development in some subjects, including science, design and technology and information and communication technology. This means that the school is not yet accurately tracking the way in which pupils develop their skills as they move through the school. This is of particular importance in design and technology, where this impacts negatively on the standards attained. The two-year rolling programme ensures that pupils in mixed age classes do not repeat work and careful planning now clearly identifies what pupils of different levels of attainment are to learn. There is now more emphasis on recognising and planning for links between different areas of the curriculum, for example in design and technology where knowledge of circuits is used in the making of a burglar alarm. The effective development of these links enables pupils to use their knowledge and skills in other areas of the curriculum and helps to raise standards.
28. The school provides a very good personal, social and health education programme. The importance of healthy living including cleanliness, a good diet and physical exercise is emphasised across the curriculum. Sex education and drugs awareness is taught to Year 6 pupils. Visitors are invited to talk to the pupils, such as road safety and life skills, as well as about their roles in the local community. The personal, social and health education programme is designed to educate pupils to become healthy, independent and responsible members of society. Pupils are encouraged to make a positive contribution to the life of the school and the wider community. Throughout the school, emphasis is placed upon developing the pupils' sense of self worth. They learn about society: how it is organised and governed. They experience the process of democracy through the School Council. They learn about rights and responsibilities. They learn to appreciate what it means to be a contributing member of a diverse multicultural society. Some of the personal, social and health education curriculum is taught as a discrete subject but every effort is made to integrate appropriate topics throughout the curriculum so that it is not seen as an isolated subject. Thus, when learning about local environmental issues in geography, pupils investigate who is responsible for the maintenance and upkeep of local amenities.



29. Pupils have good equality of opportunity. Pupils with special educational needs are well integrated and supported and all pupils are valued regardless of race, background or level of attainment. The school has worked hard to ensure that the needs of higher attaining pupils are met, although specific tasks are not always planned for them in mathematics in Year 2. Pupils who speak English as an additional language are well supported in classes and their progress is carefully monitored to ensure that they are not disadvantaged.
30. A significant number of parents indicated that they felt that the school did not provide sufficient activities outside school. The provision for extra-curricular activities, including visits and visitors is very good. For a small school, it does well to provide activities including sports, music, art, sewing, recorder playing and opportunities to learn French. The pupils have access to the Internet and they use this effectively as a source of information in Years 3-6. Links with the wider community have included, in recent years, visits to a local Heritage Museum, Brighton Aquarium, the Theatre at Milton Keynes, Mead Open Farm, the Science Museum in London and the Isle of Wight for residential adventure trips for Year 5 and 6 pupils.
31. The school has established good links with the local community and taps this resource to enrich the curriculum. The local police constable comes into the school to talk to pupils in Year 1-2 about personal safety, the vicar conducts the special services at Harvest and Lent, health workers contribute to health education, a member of the Fire Service introduces the pupils to fire risks and procedures, and members of the local community enjoy participating in lessons. During the inspection, an adult connected with the school dressed as Florence Nightingale joined a Year 2 history lesson. 'Three Counties Radio' visited the school to broadcast extracts from the pupils' Christmas production. The pupils have also visited the local Anglican church and other places in the village, such as the allotments, where they discussed growing plants with one of the gardeners.
32. The neighbourhood cluster of small primary schools meet regularly and co-operate on a range of activities, including sporting and dance events. A successful music festival was jointly organised recently by the group. The Year 5 and 6 pupils attend a local secondary school for an information and communication technology session. The pupils progress to a number of different secondary schools. Effective transition arrangements are made in all cases. Pupils and parents are invited to open days at all the secondary schools and teachers from the secondary schools visit Flamstead School. Once places are confirmed, the pupils' records, including their levels of attainment, are transferred to promote continuity.
33. The provision for pupils with special educational needs is good. Statutory requirements are met for pupils with Statements of Special Educational Needs. Pupils are fully involved in the school's activities. Their needs are identified in the reception class or on entry to Year 1 and this means that they are given good support from the beginning. Pupils with special educational needs have appropriate individual educational plans although the quality of the targets set for pupils is variable throughout the school. Staff have a good understanding of pupils' needs and match the work well to pupils' ability, particularly in English and mathematics. Weekly support sheets are used well by teachers and classroom assistants to record pupils' progress towards targets. Tracking of pupils' progress is good and pupils in Years 5 and 6 who are identified as making insufficient progress are well supported by additional literacy and numeracy initiatives.
34. The overall provision for the pupils' personal, including spiritual, moral, social and cultural, development is very good: another improvement since the last inspection. Provision for the pupils' spiritual development is satisfactory. There is a quiet area for reflection in the grounds which is very pleasant. Assemblies meet statutory requirements for collective worship and provide good opportunities for the older pupils to care for their younger team members. They also provide quiet moments of reflection about concepts such as 'Love'. The personal, social and health education programme makes a good contribution to the pupils' developing self-awareness. Years 3 and 4 are currently exploring the worth of the individual, identifying positive features about themselves. The school's reward system promotes self-esteem and occasional moments of wonder in music and dance were observed but, for the most part, the curriculum does not provide opportunities for the

pupils to stop, reflect and express their amazement at the enormity, creativity, possibilities and understanding of the world about them.

35. Provision for the pupils' moral development is very good. The school promotes the values of right and wrong; of honesty and respect. These are consistently applied across the school. Themes for assemblies emphasise moral issues. The pupils are encouraged to contribute to the school's rules and they modify their behaviour to meet the school's high expectations. Circle time provides an effective medium for discussions of moral issues.
36. Provision for the pupils' social development is excellent. The school functions as a democratic community. Self-awareness, respect and responsibility permeate the life of the school. The supportive relationships throughout the school make it easy for pupils to speak openly about their feelings and, in turn, to respect the feelings of others. Principles agreed in assemblies and 'circle time' are practised by the pupils in the dining hall, in the playground and in classes.
37. Provision for the pupils' cultural development is good across the curriculum and teachers take opportunities to make cross-curricular links in order to extend the pupils' cultural understanding. In recent years the school has made considerable efforts to broaden the pupils' experience of a wide diversity of cultures. Displays throughout the school are used to promote multi-cultural awareness. Music from all parts of the world – recently, Cuba, Brazil and Zimbabwe - is played as the pupils come into assembly and is then used as a focus for discussion of other cultures. Last year a very successful Dance Day featuring multi-cultural dance and poetry was held in conjunction with other local schools. The religious education curriculum enables the pupils to explore a range of faiths and pupils in Years 3-6 are enthusiastic to learn about other cultures in their history lessons. The school has also established a link with a school in Lusaka whose headteacher visited Flamstead to talk about life in Zambia and the pupils have exchanged letters. All these opportunities contribute positively to pupils' cultural development.

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

38. The school's procedures for child protection and for ensuring the pupils' welfare are very good overall, which is another improvement since the last inspection. The support for the pupils' personal welfare is very good, reflecting the family ethos which is evident throughout the school. All members of the school community contribute to the friendly, sharing and secure environment. This means that the pupils feel confident, safe and happy; which makes a positive contribution to their achievements. With one exception, all procedures relating to health, welfare and safety are in place, including the storing of medicines, maintenance of registers, fire drills, accident book and first aid arrangements. The exception is the need, which the school is aware of, to arrange First Aid training for some staff members because their certificates need to be renewed. There has not been any serious accident in the school. The school maintains good relations with social services. There is a comprehensive and very effective personal, social and health education curriculum across the school which emphasises healthy living.
39. The school monitors and supports the pupils' personal development closely. Most problems are resolved quickly and effectively by the class teachers. When a pupil behaves really inappropriately s/he is seen by the headteacher with a parent and targets for improvement are agreed. These are recorded. Such incidents are rare. Teachers know the pupils and their families very well. Families find it easy and comfortable to turn to the school for help. All members of staff provide very good role models in their warm relationships with the pupils. Teachers use praise well to enhance pupils' self-esteem and confidence. The pupils grow in self-confidence through the school. Their team meetings and School Council play a significant part in this. Assemblies emphasise appropriate moral and social values and are celebratory, community occasions. The calm, supportive atmosphere that the school creates gives the pupils a secure sense of belonging and encourages them to work co-operatively, both within and outside the classroom. The pupils are expected to – and do - take responsibility and use their initiative. The older pupils take good care of the youngest pupils. The team structure works very effectively in this respect. The School Council is outstanding in promoting pupil responsibility and leadership. Issues such as running in school or dropping food in the dining hall are discussed, solutions are agreed, sometimes after a

vote of all the pupils and teachers in the school, and the outcomes are monitored by the pupils and reported at the next meeting. Where there has been good improvement, this is celebrated with applause. The school has a comprehensive health and safety policy, backed by clear procedures. The governors work with the headteacher to ensure that hazards are identified and addressed. The pupils themselves are very aware of the importance of safe practices and are quick to report any concerns. External agencies are involved without delay when required.

40. The procedures for promoting and improving attendance are very good. There is systematic monitoring of absences. The school emphasises to parents the importance of continuity of attendance and has succeeded in achieving a zero level of unauthorised absence. Most of the school's absences are due to families taking their children on holidays during term time, despite the school's advice.
41. The school is a small community committed to providing care, concern and respect for people, and this creates an atmosphere of mutual respect and trust. There is no bullying or other oppressive behaviour. The school is fully inclusive. The classes of mixed age groups are particularly effective in involving pupils in activities appropriate to their age and development. There is a positive and consistent approach to behaviour which is very effective. There are good systems in place to promote and celebrate good behaviour, good manners and other desirable attitudes by positive reinforcement, including awards and certificates. The pupils value these certificates which may be awarded for good work, behaviour, caring for others, sport, or doing more than expected or asked. They are presented at assemblies where they are celebrated. The older pupils capture these events with photographs and the certificates are sent home with an accompanying note for parents explaining what their child has done to merit the award.
42. The school has good procedures for assessing the attainment and progress of pupils and uses the information well to guide curricular planning. This represents a very good improvement since the last inspection when the school's lack of assessment procedures was considered to be a key issue.
43. The school makes regular assessments of the pupils' attainment in all subjects. Teaching assistants and other adults in the classroom are fully involved in this process and provide valuable information to the teachers. The information from these assessments is carefully recorded and used effectively to ensure that activities meet the needs of all pupils, including higher attainers and those with special educational needs. The one exception is tasks are not always planned to meet the needs of higher attaining pupils in mathematics in Year 2. The information is also used to set targets for pupils, both individually and in groups. Although pupils know their own targets they are not yet fully involved in the setting of them. The school makes good use of a range of assessment procedures including standardised tests to supplement informal assessments made by class teachers. Assessment for pupils with special educational needs is good, ensuring that they receive a programme of work which is well suited to their needs.
44. The system for assessment and monitoring academic progress is used well throughout the school. Day-to-day assessment and monitoring is good and it is having a positive impact on standards. There is, however, no systematic tracking of skills in some areas of the curriculum, particularly in science, information and communication technology and design and technology.
45. Procedures for assessing and tracking the progress of pupils with special educational needs have been recently introduced but are already being effectively implemented. Initial assessment is followed by the agreement of individual educational plans for pupils, in order to tailor learning and provision to their needs. Good systems are in place to assess the ongoing progress of pupils with special educational needs including weekly support sheets filled in by teachers and classroom assistants. Good use is made of local authority support agencies for some pupils identified as School Action Plus and for those with statements. Clear targets are set for these pupils and clear tasks within individual education plans ensure good progress towards these targets. Class teachers set targets and prepare individual education plans for other pupils with special educational needs and the quality of these is variable throughout the school. However, all teachers have a good understanding of the individual needs of the pupils in their class and take account of

these well when planning lessons to match tasks appropriately to pupils' needs. Individual education plans and pupils progress towards targets are reviewed termly or more frequently if unexpected issues arise. Reviews include comments by the teacher, parent and pupil so that pupils have a clear understanding of their own learning.

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

46. Parents are very supportive of the school: another improvement since the last inspection. There is a very vigorous Parent Teacher Association (PTA), which raises a great deal of money which is used to enhance the school's resources. The PTA is indicative of the strong parental commitment to supporting the school, as are the parent governors. At the time of the inspection there were 14 parents helping in the school with reading, cookery, sewing, computing and the library. This parental commitment has a significant influence on the pupils' commitment to the school and their attainment and progress.
47. Fewer than two-thirds of the parents responded to the inspection questionnaire but these parents believe that their children like school, are taught well and make good progress. They consider that their children are expected to work hard and do their best, and are helped to become mature and responsible. They believe the school promotes positive attitudes. They find the school very approachable if they have a problem. They also say that behaviour in the school is good. Inspectors agree with this picture. There are two areas where some parents feel that the school could be better. Some parents feel that their children do not get the right amount of work to do at home. The view of inspectors is that the amount of homework is suitable. A few parents do not consider that the school provides an interesting range of activities outside lessons. Inspectors were impressed by the range of extra-curricular activities catering for a very wide range of interests, particularly for such a small school.
48. The quality of information provided for parents is very good. Parents find it easy and comfortable to approach the school when they have questions or problems. The regular newsletters are informative and include details about the curriculum that the pupils in all classes will be following during the term. The prospectus sets out the school's policies clearly. The governors' annual reports to parents are comprehensive. The annual reports to parents on their children's progress are also full and detailed. They are informative about levels of attainment, describe what the child knows and can do and set targets for improvement in the core subjects. This is a significant improvement since the last inspection.
49. The impact of parents' involvement on the work of the school and their contributions to learning are good; some are outstanding. Apart from the parental help in classroom activities, parents contribute significantly to the many and varied after-school clubs: French, chess, athletics and football with others planned for the summer term. Most parents strongly support their children's learning at home. The Reading Record Books provide a useful dialogue between home and school about pupils' progress in reading. Some parents also take advantage of the opportunities provided by the Homework Diaries and annual reports to parents to write comments about their child's development to the class teacher and the head teacher. The home-school agreement is currently being revised to include a section for pupils to become parties to it. Parents of pupils with special educational needs are fully involved in the ongoing assessment and review of their children's learning. They are invited to comment on the termly review of individual education plans and their child's progress towards the individual targets set.

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

50. The overall leadership and management by the headteacher and key staff are good. The headteacher provides very strong leadership and the commitment she shows to raising standards in all aspects of the school's work contributes very strongly to the very good improvement made since the previous inspection two years ago, where, in her second term in post, the school was judged to be underachieving. She has led the school forward successfully, taking responsibility for many initiatives herself as the school has suffered a significant turnover of staff. Three of the five teachers in post during the inspection are new this year. Consequently, although the co-ordination

of subjects is effectively shared between teachers, so addressing a weakness from the previous inspection, most co-ordinators have not been at the school for sufficient time for their enthusiasm and very strong commitment to continual improvement to impact positively on standards, particularly in some of the foundation subjects.

51. The commitment that all staff show to the inclusion of all pupils, regardless of background, contributes very strongly to the very good ethos of the school. All staff work well as a team and co-ordinators monitor planning, teaching and examine samples of work regularly. This contributes positively to the high standards. The role of co-ordinator for special educational needs is successfully undertaken by the nursery nurse. She provides good leadership. She has worked jointly with the headteacher for the past year and has taken over the role since September 2002. Reviews of pupils' individual education plans and progress towards targets are well managed and the system has been recently improved to involve parents, pupils and class teachers in the review. The co-coordinator has put in place good systems of ongoing assessment for pupils with special educational needs and regularly monitors the completion and implementation of the individual education plans. As a priority she now needs to evaluate the quality of the individual education plans and targets set by different teachers to raise the quality to the level of the best. A register of gifted and talented pupils has recently been begun and individual action plans for these pupils have been compiled. Appropriate systems and procedures to ensure good achievement by these pupils are not yet in place and are identified as an area for development.
52. There are several reasons why the school is effective. The good quality of the teaching is a strong feature. The headteacher and co-ordinators monitor teaching well, both formally and informally and this contributes to the consistently good quality of teaching seen during the inspection. The excellent provision for personal and social development, which starts in the nursery and reception class, means that pupils have a mature sense of responsibility and show very positive attitudes to their work. Another reason is the way in which the school uses its funding to raise standards. The good number of classroom assistants in the small classes means that all pupils receive sufficient support. The provision for a regular 'supply' teacher for one morning each week enables pupils in Year 6 to be taught in their own year group in the mixed age class. The headteacher, class teacher and classroom assistant then work with individuals and small groups to give extra support. Inspection evidence shows that this is successfully raising standards.
53. The school monitors and evaluates its performance very well. This is an improvement since the previous inspection, where a lack of monitoring procedures was identified. The results of statutory tests are analysed to identify areas for improvement. For example, it has already implemented several initiatives to raise standards in spelling and there is a stronger focus on data handling in mathematics. Close monitoring of the performance of individual pupils allows those who are struggling to meet their targets to be easily identified and offered the appropriate support. The school is aware that from assessment data it might appear that pupils are not making sufficient progress between the end of Year 2 and the end of Year 6. To address this it has developed systems to monitor this more closely. However, the year groups are small and mobility amongst the pupils is significant. For example, some higher attaining pupils leave at the end of Year 2 to attend the local private school and others leave at the end of Year 4 to join the Middle school in the adjacent county. About one third of last year's Year 6 pupils were not at the school in Year 2. It is also significant that the school admits pupils who have left other schools due to their behaviour difficulties.
54. The governing body fulfils its responsibilities very well. They have a very good understanding of the work of the school and play a strong role in its development. Many have a background in education and their responsibilities are well matched to their areas of expertise. They show a very strong commitment to improvement as is illustrated in their recent initiative of a self review meeting. This meeting involved all staff and governors and resulted in a shared vision for the school. A system for monitoring the work of the school is well established and governors visit regularly and receive reports from co-ordinators to keep themselves informed. The governors have ensured that the many issues from the previous inspection have been very successfully addressed. For example, standards have risen, the curriculum has been re-organised, management roles are clearly

defined, the quality of teaching has improved significantly, and good assessment procedures have been developed.

55. The school makes good use of funds and resources made available to it. The school development plan has been well constructed to raise standards. Spending decisions focus on raising standards still further in mathematics, science and information and communication technology. Additional funds are used well to support pupils with special educational needs. Specific grants are used effectively for their intended purpose and resources, including the deployment of classroom assistants to support pupils with special educational needs, are used well. The governor with responsibility for special educational needs has a good understanding of the systems in place and the needs of the pupils and regularly monitors progress through review of the individual education plans. The school manages its budget carefully to provide a good number of classroom assistants, small classes for the younger pupils and extra support for pupils in Year 6. It also employs an information and communication technology technician to solve hardware problems and provide support for staff. This generous provision is successful and impacts positively on the standards attained. The funds carried forward to next year are appropriately allocated to maintain the staffing level. The administrative staff manage the day-to-day accounts and office procedures well.
56. The professional development of teachers is appropriately linked to the priorities on the school development plan and to individual needs. The school's strategy for appraisal and performance management is good. All teachers and support staff have been appraised and their targets are monitored regularly. There are very good induction procedures for newly qualified teachers and, as a result, high standards of teaching were seen during the inspection from both the newly qualified teacher and the teacher who completed her induction year at the school last year. The school uses management information systems well to update assessment information. The school's policy for the promotion of racial equality is apt. A comprehensive policy has been drawn up and is understood by all staff.
57. The extent to which the principles of best value are applied is good. The governors compare standards and consider all options before making spending decisions. They seek the views of parents and staff on a wide range of issues. There is a good match of teachers and support staff to meet the demands of the curriculum and all adults share the whole school ethos of valuing each individual and the inclusion of all pupils regardless of their background, race or special educational needs.
58. The accommodation is satisfactory overall. The classrooms are small; particularly for the youngest children. A designated play area for the reception class has been fenced recently and is due to be resurfaced shortly to improve provision for these children. Resources are satisfactory overall with strengths in physical education, science and information and communication technology. They are generally well used. However, little use was made of the computers during the inspection.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards still further, the headteacher and the governing body should now address the following in their action plan:

- (1) Raise standards in design and technology by the end of Year 2 and Year 6 by \*:
  - o giving the subject a higher priority in the curriculum;
  - o identifying the skills to be taught in the subject and ensuring that pupils have sufficient opportunities to develop these skills steadily and systematically as they move through the school.

(See paragraphs 5-6, 27, and 100-105)

- (2) Raise standards in mathematics at the end of Year 2 by\*:
  - o ensuring that tasks are always planned to meet the needs of higher attaining pupils;
  - o ensuring that pupils use and explain a range of different strategies to solve mathematical problems.

(See paragraphs 16, 20, 24, 27, 29, 43, 84 and 86)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- o Improve the quality and consistency of individual education plans for pupils with special educational needs by using best practice to ensure that all targets are clearly focused and measurable. (See paragraphs 23, 33, 45 and 51)
- o Maximise the use of computers in lessons across the curriculum.\* (See paragraphs 21, 78, 87 and 120 )
- o Improve provision for spiritual development by providing more opportunities for pupils to reflect on the world around them. (See paragraphs 34 and 132 )

\* The school has already identified these areas as in need of improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	12	5	0	0	0
Percentage	3	42	39	16	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils known to be eligible for free school meals	10
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	20
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	18	16
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (88)	89 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	85 (85)	89 (89)	89 (89)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	4	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	10	14
Percentage of pupils at NC level 4 or above	School	79 (69)	71 (62)	100 (77)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	86 (75)	86 (75)	86 (75)
	National	73 (72)	74 (74)	82 (82)

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

Where the numbers of boys and girls are omitted from the tables it is because there were ten or fewer boys and girls in the year group.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	83	0	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	13	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	6
Number of pupils per qualified teacher	18.2
Average class size	18.2

**Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	162

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/2002
	£
Total income	345429
Total expenditure	324270
Expenditure per pupil	2725
Balance brought forward from previous year	11306
Balance carried forward to next year	32465

**Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	65	32	3	0	0
Behaviour in the school is good.	59	37	2	2	0
My child gets the right amount of work to do at home.	50	33	17	0	0
The teaching is good.	71	24	3	0	2
I am kept well informed about how my child is getting on.	42	53	2	3	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	75	22	2	2	0
The school works closely with parents.	47	47	2	3	0
The school is well led and managed.	47	45	9	0	0
The school is helping my child become mature and responsible.	62	35	2	0	2
The school provides an interesting range of activities outside lessons.	24	58	14	0	5

### Other issues raised by parents

Parents commented that they felt that the turnover amongst the teaching staff had now settled.

**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**

59. Most children are admitted to the school at the beginning of each term when they are aged three, on a part time basis. They are accommodated in the reception class. Other children who have not attended the school as nursery children are admitted in September or January according to their age. The school has traditionally admitted children to the school on a part time basis at the age of three and it has applied to be recognised as having nursery status. Inspection evidence shows that attainment on entry is broadly average, but covers the full range of attainment.
60. Children make a very positive start to school. They make good progress, firmly developing and consolidating their skills. They achieve well in all the areas of learning. The good curriculum provides a wide range of challenging, stimulating activities that are well matched to their needs. By the end of the reception year, most children are on course to exceed the early learning goals in communication, language and literacy, personal, social and emotional development and physical development because the school places strong emphasis on these skills. They are on course to meet the early learning goals in mathematical development, knowledge and understanding of the world and creative development. They do well because of the very good quality of the teaching and the very effective support that they receive from the nursery nurse and classroom assistant. The high ratio of adults to children ensures that the needs of all children, including those of nursery age and those with special educational needs, are well met.
61. The previous inspection identified weaknesses in the provision for these children, where there were significant differences between the two classes that included reception children. These weaknesses have been very successfully addressed. There is now only one class for these children, activities are very well planned to meet the requirements of the Foundation Stage curriculum and expectations are very high.
62. The quality of teaching is very good overall. It is a strength of the school. All lessons seen during the inspection were judged to be very good in all the areas of learning. This very good teaching is characterised by excellent use of support staff who work very effectively as a team. Where children are taught in small groups, talented support staff ensure that the children in their groups receive the same high quality teaching as those being taught by the teacher. Very good use of assessment, where achievements or difficulties are noted in each lesson, ensures that children build very effectively on what they know and can do. A particular strength is the way in which activities are organised to ensure a good balance of teacher led and self initiated activities.

**Personal, social and emotional development**

63. Children make good progress in this area of learning. They are encouraged to take responsibility for their actions from an early age. Numerous examples were seen during the inspection where children worked unsupervised for extended periods, sharing resources and behaving sensibly. Of particular note is the way in which the very youngest children sat quietly and listened to the views of older pupils in the School Council meeting. Although no children offered their views in the meeting during the inspection, several have contributed in previous meetings. The children are expected to take responsibility by placing their name beside their chosen activity, sensibly negotiating if there are too many children. They take turns to be 'helper of the week' and to hold open the door. They take pride in the way their accomplishments are celebrated on the 'merit board'.
64. All adults encourage the development of social skills in a variety of ways. For example, both reception and nursery children take turns to act out plays in the puppet theatre, politely clapping at the end. The previous inspection identified that children had difficulty in working as part of a group, but this is no longer the case. Children take turns to give out the milk at 'snack time' and

help to tidy away their toys. They show a developing sense of independence when changing for physical activities. Children with special educational needs and those identified as being gifted and talented are well integrated and receive good support. The very good provision for the development of these skills and the emphasis placed on them by all adults enables children to exceed the early learning goals by the end of the reception year.

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

65. Children develop their speaking and listening skills well through role play in the outdoor home corner and in the puppet theatre. There is a strong emphasis on this area of learning. Children learn to listen and respond at the right time when joining in with rhymes such as 'Pat-a-cake, Pat-a-cake'. They are encouraged to share their ideas and news; for example, when discussing similarities and differences between a wide range of teddy bears on display. Children have good opportunities to develop their writing skills. For example, they regularly use 'white boards' to practice forming letters and words. During the inspection, higher attaining children in reception wrote words such as 'bun' as part of their work about the letter 'b'. Strategies such as 'A nice straight back and a big fat belly' encouraged the children to form the letter correctly as they traced it in the air. Good emphasis is placed on the development of writing skills with many opportunities to trace and write on a large 'whiteboard' as well as through finger painting and pattern making. Most children in reception can write a simple sign for their teddy bear display, although children with special educational needs need help to do this. Children develop their writing skills through using the computer to record their words.
66. Good emphasis is placed on the development of reading skills. Lessons include the reinforcement of initial sounds and the reading of simple words. For example, at the beginning of one lesson seen during the inspection, the children pretended to bounce a ball on a bat while saying 'b, b, b'. Children happily join in with stories and turn the pages appropriately. Higher attaining children read simple words, using their knowledge of initial sound to help them and most children recognise familiar words and talk confidently about the books that they like. Lower attaining children know how to hold a book and use the pictures to help them tell the story.

### **Mathematical development**

67. Adults take every opportunity to develop these skills. For example, children learn to use mathematical language such as 'heavy' and 'light' when weighing bricks. They learn the language of size when ordering bears. Nursery children learn to identify colours and to match bears according to their size. They develop counting skills by listening and counting the number of chimes played by the teacher when singing 'Tick-tock goes the clock'. They learn the concept of time by closing their eyes as the teacher inverts an egg timer and opening them when they think a minute has passed. During the inspection, reception children enjoyed finding out how many times they could write their name, build a brick tower or stand up and sit down in a minute. Most children can identify circles, triangles and squares and can make a simple repeating pattern. They develop their skills further through singing a range of number rhymes and through using number games. The way in which adults question and reinforce learning makes a positive contribution to the development of these skills.

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

68. Reception children develop an understanding of 'old' and 'new' through examining their own teddies and those of their teacher and nursery nurse. They know that old teddies may have worn fur, missing eyes and floppy limbs because they have been cuddled for a long time. They know the difference between 'fluffy' and 'smooth' through touching the teddies. They know that a partly inflated balloon will return to its original shape after being stretched but that a piece of play dough will not. They experiment with play dough to change its shape and investigate what may happen when a ball of dough is dropped. They experiment with sand and water and know when items are full or empty. Nursery children enjoy searching for items that the teacher has hidden in the sand. Children use the computers to follow simple directions to send a toy round a route and to develop early literacy and numeracy skills. All adults challenge thinking by asking children to predict what

they think may happen when experimenting with different materials and this contributes positively to the development of these skills.

### **Physical development**

69. All children have regular opportunities to develop these skills both indoors and outdoors and this contributes to the standards attained. The outdoor area designated for these children has been recently fenced and is due to be resurfaced shortly. The school makes good use of the small area currently available and also uses the large playground for activities such as the use of wheeled toys. In a lesson seen during the inspection, children showed a good awareness of space and co-ordination skills. Most carried a beanbag using different parts of their body and made suggestions of different things to try. They showed that they can skip, run and hop, weaving in and out of each other. All children develop their manipulative skills by handling, dough, scissors and small toys.

### **Creative development**

70. Creative development is encouraged from an early age. Children experiment with mixing paint and use the resulting colours to paint pictures. They show developing hand control in their pastel drawings. Attractive prints made by using toys show a developing awareness of colour. They learn how to join materials when making puppets for their puppet theatre. There are regular opportunities to develop musical skills, through singing and using musical instruments.

## **ENGLISH**

71. Inspection evidence shows that standards are above average by the end of Year 2 and Year 6. Pupils are achieving well from their average starting point on entry to school. The previous inspection identified broadly average standards, underachievement by higher attaining pupils and significant weaknesses in the co-ordination of the subject. There has been very good improvement since then. The number of pupils in each year group is small and varies from year to year. Consequently, there can be differences in results year on year according to the number of pupils with special educational needs or higher attaining pupils in each year group.
72. There are several reasons why pupils are achieving well. Fundamental to this is the good quality of the teaching, the good use of ongoing assessment that ensures that the needs of all pupils are met and the very effective use made of classroom assistants. A positive feature is the way in which provision is made for pupils in Year 6 in the mixed age class to be taught as a single year group once a week. In this session, pupils in Year 5 are taught by a regular 'supply' teacher and the headteacher and a classroom assistant work with the class teacher. This means that there is a very good ratio of adults to pupils. As a result, pupils who have been identified as in need of extra support in order to reach a higher level in the statutory tests can be helped. This is a contributory factor in the improvement in standards at the end of Year 6.
73. The school places very good emphasis on the development of speaking and listening skills. Consequently, standards are above average by the end of Year 2 and well above average by the end of Year 6. Teachers provide very good opportunities to develop these skills. For example, on numerous occasions pupils were encouraged to discuss their work with a partner. In Year 1, pupils shared their ideas about what to do to keep warm. In another lesson, pupils in Year 1 acted out episodes from the Crimean War, talking confidently about conditions in the hospitals. Pupils in Year 2 developed their skills when they posed questions to a visitor, in role as Florence Nightingale. Older pupils in Year 3 and Year 4 confidently asked and answered questions about Ancient Egypt. A highlight of the inspection was the way in which the pupils developed their speaking and listening skills during the School Council meeting. Here, the team leaders in Year 6 confidently reported the outcomes of their team meetings, competently arguing the case for a change in a lunch time system. The whole school was present at this meeting and the way in which pupils of all ages offered suggestions and listened to the views of others was exemplary.
74. Standards in reading are broadly average by the end of Year 2. All pupils, including those with special educational needs and those for whom English is an additional language make sound



progress with their reading. Standards are likely to be average this year in the small year group because the year group includes pupils with significant special educational needs and also those for whom English is not their first language. These pupils lack fluency in their reading. Most pupils use a range of strategies to help them read unknown words and read texts with confidence and fluency. They work out words that they do not know by reading ahead, by using letter sounds or the pictures to help them. They use their knowledge of punctuation to read with expression. Pupils are given regular opportunities to read in small groups and individually and this contributes positively to the standards attained.

75. By the end of Year 6, standards are above average in reading and pupils are achieving well. Most pupils read expressively and fluently, confidently discussing aspects of their texts. They compare styles of writing and different authors. They use dictionaries and thesauruses competently. The previous inspection identified that texts offered to higher attaining pupils lacked challenge and did not develop their skills. This has been well addressed and, during the inspection, higher attaining pupils read challenging texts with enjoyment and confidence. Library skills are well developed throughout the school, and pupils know how to use the classification system and understand the difference between 'fiction' and 'non-fiction'.
76. Standards in writing are above average by the end of Year 2 and Year 6 and pupils achieve well. This is a significant improvement since the previous inspection, where standards were described as only just average. The school has worked hard to raise standards. Spelling was identified as a weakness and spelling journals have been introduced. The unsatisfactory assessment procedures identified in the previous inspection are now good and termly writing tasks with a whole school theme, such as making a brochure, have enabled standards and progress in writing to be closely monitored. Teachers examine work samples on a designated date and check for presentation, marking and the development of skills through the school. Any issues identified are followed up. Initiatives such as these contribute positively to the rise in standards.
77. By the end of Year 6, pupils understand the different formats used in writing. They write at length in an emotive style using similes and metaphors. For example, 'Friendship is pink and red candy floss, smelling of bluebells and looking like nail varnish.' Higher attaining pupils show an understanding of personification, as in 'The sea crashes against the rocks, feeling calmness gradually.' Most pupils use accurate spelling and interesting vocabulary, but not all are secure in using paragraphs consistently. They learn to improve their writing by using a range of connectives, using the text of 'The Stinky Cheese Man' as a stimulus. Pupils learn to structure their own stories by planning the conclusion before the intervening events. This enables them to write at length. Pupils in Year 3 and Year 4 know that instructions must be clear and concise and that there is a difference between an instruction and an order. Higher attaining pupils in Year 3, including several pupils identified as being gifted and talented, show very good reasoning skills in their instructions for making a sandwich. Pupils in Year 2 use the text 'Once upon a time...' as a stimulus for their own writing. Higher attaining pupils write several sentences with correct spelling, showing confident use of punctuation. Pupils with special educational needs identify capital letters and full stops and can write simple sentences with support. Group targets relating to the number of sentences to be written encourage pupils to persevere to meet them. Gifted and talented pupils knew that they were expected to include more sentences than their group and to use interesting vocabulary and tried hard to succeed.
78. Opportunities for extended and imaginative writing are good in literacy lessons and across the curriculum and this contributes to the standards attained. For example, pupils write newspaper articles about life in Ancient Greece in history. They evaluate their products in design and technology and label diagrams in science. In religious education, pupils write accounts about festivals of light. The use of information and communication technology is well developed in English with a good range of word processed poems, stories and articles on display. However, little use was made of computers in lessons during the inspection, apart from one lesson for pupils in Year 1 where pupils typed up the sentences that they had already written. The planned use of computers to support tasks in English is underdeveloped.

79. The quality of teaching is good and, as a result, pupils make good gains in their learning. No lessons seen were judged to be less than good and one lesson was very good. This is an improvement since the previous inspection, where the quality of teaching was judged to be satisfactory. Teachers plan very well to meet the needs of all pupils and this is another improvement. Teachers are confident with the subject and with the National Literacy Strategy, which is effectively implemented overall. The good teaching is characterised by clear explanation, good use of adults and high expectations. Very good teaching, as in the class for pupils in Year 3 and Year 4, features challenging questions that extend learning and provoke thought. For example, the teacher asked 'Are the instructions in the imperative?' before leading a very effective discussion resulting in pupils offering a wide range of imperative verbs. Very good use of humour concerning a comment by a pupil that you give instructions to a servant, kept the pupils interested. In most lessons, teachers shared what pupils were going to learn with them at the beginning of lessons and checked their understanding at the end. As a result, pupils have a very good understanding of their own learning and work hard to succeed. Other features of the high quality of teaching include the effective use of targets to remind pupils of what is expected of them and good class management strategies to ensure no time is wasted.
80. The school has worked hard to address the many criticisms of the previous inspection report. The headteacher is currently the co-ordinator and she provides very good leadership. She has ensured that marking helps pupils to improve their own work and her monitoring of teaching results in the consistency in the good teaching seen during the inspection. Good assessment procedures are established and the current emphasis on teaching joined handwriting is already contributing to improved standards of presentation.

## **MATHEMATICS**

81. Standards are above average by the end of Year 6 and pupils are achieving well. Standards are average by the end of Year 2 and their achievement is satisfactory from their average standards on entry to Year 1. The previous inspection identified standards that were well below average by the end of Year 6 with a lack of challenge for higher attaining pupils. Consequently, there has been very good improvement.
82. There are several reasons for the improvement in standards. The National Numeracy Strategy is now in place and is being effectively implemented to raise standards throughout the school. Effective systems are now in place to assess and track pupils' progress. These are used well to identify pupils for extra support and to set mathematical targets for specific groups of pupils. The good quality of teaching for pupils in Years 3-6 is another factor.
83. Pupils in Year 5 and Year 6 develop a sound understanding of ordering numbers to two and three decimal places. They apply this understanding well in converting measurements from centimetres to metres and vice versa. Work in books and displays around the school indicates that pupils in Year 6 have a good understanding of number, including fractional parts of whole numbers and simple multiplication and division of decimals. They apply numerical skills appropriately in solving written problems. They calculate the perimeter of a variety of shapes and the area of regular quadrilaterals. They draw and measure angles with reasonable accuracy. They learn to process, interpret and present data in a spreadsheet using Excel software. Pupils in Year 3 and Year 4 make very good progress in using and applying mathematics in a variety of areas and this is another improvement since the previous inspection. A particularly good investigation involves exploring and evaluating different ways of presenting information in graphical form.
84. Pupils in Year 2 recognise numbers to 100 and above and make good progress in counting in multiples of three and four. They understand how to use a number line to add and subtract and pupils with special educational needs progress very well in their understanding of this concept because of the very good support of a classroom assistant. Pupils can count accurately in tens from any two-digit number but have difficulty in applying this skill in numerical problems involving the addition and subtraction of three numbers to reach an answer of ten. Most pupils are unable to apply the understanding that subtraction is the inverse of addition in this context. Higher attaining pupils are able to find pairs of numbers with a difference of nine but cannot explain adequately the

strategies they used to work this out. Work for higher attaining pupils is not sufficiently challenging to allow them to attain at higher levels. In a lesson observed in Year 1, most pupils can count to 30 and can add and subtract numbers up to 20. They use tally charts and block graphs effectively to record their favourite exercise and understand that time can be measured in seconds, demonstrating a good ability to apply their mathematical learning in different contexts. Pupils with special educational needs are well supported in developing early counting skills.

85. The quality of teaching in mathematics is satisfactory in Year 1-2 and good in Years 3-6. It is good overall throughout the school. This judgement is based on the five lessons seen, scrutiny of pupils' work and teachers' planning. Teaching is very good in Years 3 – 4, good in Years 1, 5 and 6 and satisfactory in Year 2. In a very good lesson seen for pupils in Year 3 and Year 4, all pupils made very good progress in understanding and applying strategies for adding and subtracting numbers that are near multiples of ten. The work was well matched to the different ages and levels of attainment in the class, ensuring that higher attaining pupils in both year groups were appropriately challenged and that pupils with special educational needs received good support to help them develop their understanding. Teachers plan well using the National Numeracy Strategy as a framework. In all classes mental mathematics are well taught to promote recall of mathematical facts and develop the understanding of mathematical strategies. Teachers have a good understanding of pupils' differing needs and relationships between teaching staff and pupils are very good. Consequently, pupils are confident to make suggestions and respond well to questioning. They have a positive attitude to learning and concentrate well.
86. There is good use of information and communication technology to handle data and present information in graphical form. Information and communication technology is also used effectively in some classes to develop pupils' understanding of specific mathematical concepts. Where teaching is good or better, work is well planned to meet the different needs of pupils and tasks are specifically planned to provide appropriate challenge for higher attaining pupils. Pupils are encouraged to evaluate their own work and discuss the strategies they used to solve problems. Opportunities are well planned for them to apply these strategies in a range of different problem solving contexts. Pupils in Year 1-2 are not always given sufficient opportunities to share and explain the different strategies they use to work out answers to simple mathematical equations. Strategies are clearly taught but pupils are not encouraged to understand that there may be different ways to work out an answer. In Year 2 links between the mental and oral introduction to the lesson and written tasks are not always clear to pupils and written work for higher attaining pupils is not planned at a sufficiently high level to allow them to achieve well.
87. Numeracy is taught effectively throughout the curriculum. Opportunities to apply measuring skills and presentation of data are well planned in science throughout the school but little evidence was observed of numeracy being taught or applied in geography where opportunities to reinforce understanding of co-ordinates was underdeveloped. Older pupils use their measuring skills effectively to measure clay when making slab pots. There are good links with information and communication technology but there was little evidence of pupils using computers to support mathematics in lessons during the inspection.
88. Leadership and management of the subject are good although the mathematics co-ordinator has only been in post for one term. She has a good understanding of the role and has been involved in the implementation of the assessment and tracking procedures recently put in place. She effectively monitors teaching and learning through scrutiny of pupils' work and teachers' planning. The appropriate action plan for the subject identifies the need to develop further the use of information and communication technology in mathematics throughout the school. It also focuses on the development of planning to meet the needs of higher attaining pupils and to provide more opportunities for using and applying mathematics in a range of different contexts. These initiatives have already begun but have not been in place long enough to monitor the impact on standards of attainment.

## SCIENCE

89. Standards are above average by the end of Year 2 and Year 6. Pupils are achieving well from their average starting point on entry to the school. This represents a good improvement since the previous inspection when standards were below average by the end of Year 6. There was no comparison for Year 2 because of the small number of pupils in the year group. An appropriate amount of time is now dedicated to the subject, teaching has improved and a member of staff made responsible for co-ordinating the subject. These actions have addressed the key issues identified in the last inspection.
90. Pupils in Year 6 carry out tests and investigations. They examine data and draw conclusions from, for example, the data gathered from the monitoring of the temperature fluctuations in school within a day. There is a good balance between individual recording and the use of worksheets to support their work. They know about the importance of health and have a good knowledge of the human body and the functions of some of the major organs. They apply their knowledge of circuits in designing and making a burglar alarm. They carry out investigations with care and accuracy. Pupils in Year 5 who are in the same class as Year 6 share the same work and are benefiting from the additional challenge of working with older pupils. As a result, they are making good progress and should attain above average standards by the end of Year 6.
91. Pupils in Years 3 and 4 are in a mixed age class and cover the same topics at a level appropriate for their particular needs. They investigate how shadows are formed and how they change during the day. They use measures accurately and record their work carefully. Pupils use the language associated with the topic of light accurately and in the right context to describe the properties of materials and the way that light is affected by them; for example, in their use of translucent, transparent and opaque. They understand about circuits in electricity, draw accurate circuit diagrams and know that some materials act as conductors and insulators. They are beginning to use predictions in their investigations and describe the results of investigations. Pupils are just beginning a topic on teeth and know that there are different types and that they have different purposes. They are also aware of the need to care for their teeth to prevent decay. All pupils understand the importance of health and know that exercise and a balanced diet contribute to a healthy life. They have a secure knowledge of scientific concepts and this is an improvement since the previous inspection.
92. Pupils in Year 2 know about growth and the young of plants and animals. They make and test electrical circuits and have a good knowledge of the need for safety when dealing with electricity. They are aware of differences in humans and have investigated eye colours, recording the data on simple charts. Pupils in Year 1 know about the importance of eating healthily. They recognise pushes and pulls and know that these forces cause things to move and to stop. They make simple observations and are beginning to use the skill of prediction in their work on forces. They have carried out a simple investigation into whether the size of a person's feet has any impact on their ability to run faster.
93. The quality of teaching and learning is good. Two lessons were judged to be very good. These lessons for pupils in Year 2 and for pupils in Year 3 and Year 4 were characterised by very brisk pace and good use of questions that challenged the pupils' thinking and required them to explain their answers. As a result, pupils show real interest in their work and enjoy the challenges provided. In the lesson for pupils in Year 3 and Year 4, they learned to identify different kinds of teeth due to the teacher's clear explanation and challenging questions. They settled quickly to their tasks and tried to do their very best. They relate their work to other experiences, for example, pupils could talk about their own baby teeth and how members of their family don't have their own teeth any more. The responses and opinions are always treated with respect by the teachers and by other members of the class. In the lesson for pupils in Year 2, they made good gains in learning about how to build a circuit due to good opportunities for experimentation. They behave well and share equipment sensibly, responding positively to the high expectations made of them.
94. The school makes good use of a commercially produced scheme which is carefully linked to the National Curriculum programmes of study. The school's programme is organised into topics in a two-year cycle to ensure that pupils do not repeat work unnecessarily. Teachers make very good assessments of pupils' progress in science and use this information very effectively in planning

lessons to meet the needs of all pupils. The opportunities for carrying out tests are included but there is no clear plan for the development of scientific skills. Science makes a good contribution to numeracy and literacy. Pupils write about their work and make good use of reference materials. They use their mathematical knowledge to record data in graphs, tables and Venn diagrams. Pupils in Year 5 and Year 6 use their scientific knowledge effectively in their design and technology topics. The potential of information and communication technology to support science is not yet fully exploited but the school plans to improve this. The school grounds are used well to promote science through the investigations into minibeasts, environments and a developing natural area.

95. The school's co-ordinator for science is very new to the post. She has a clear view about how the subject can be further improved and some good ideas as to how to attain even higher standards. There is a good range of resources for science which are readily available and of good quality.

## **ART AND DESIGN**

96. Judgements are based on the one lesson seen during the inspection, scrutiny of planning, work on display and discussion with the co-ordinator. This indicates that standards are broadly average by the end of Year 2 and Year 6. Pupils are achieving satisfactorily. The previous inspection identified standards that were above average, but this was based on limited evidence and no lessons were seen. Standards should not be considered to have fallen.
97. Examination of work on display shows that pupils develop an appropriate range of skills. This was also identified in the previous inspection. Pupils in Year 1 experiment with mixing paint to represent skin tones. They use this knowledge effectively when they paint self-portraits. They explore a variety of media to make collages of fruits. In Year 2, they develop their observational skills in drawings of Florence Nightingale. They show close attention to detail in their work based on enlarging pictures from magazines. By Year 3 and Year 4, pupils produce accurate representations based on their observation of patterns on a range of artefacts. Self-portraits in school uniform show close attention to detail and effectively complement a mathematics display. They develop their pencil skills in their representations of relationships. By Year 5 and Year 6, drawings based on the work of Cezanne and Leger show good use of shade and tone. The work of three-dimensional artists such as Kate Malone and Ed Rossbach are used effectively as inspiration for attractive clay pots.
98. There is insufficient evidence to make a judgement on the quality of teaching. However, in the one lesson seen during the inspection, for pupils in Year 5 and Year 6, the quality of teaching was good. Here, good subject knowledge, high expectations and adult support enabled pupils to make pots of high quality. Calm music was playing to contribute to the ethos of the classroom and pupils showed real pride and interest in their work and that of others. From time to time the teacher stopped the class to ask pupils to show their work to each other and this effectively encouraged them to persevere and try new techniques.
99. The school uses information and communication technology appropriately to support learning in art and design through programs on drawing and painting. The scheme of work is based on national guidance and the enthusiastic co-ordinator is keen to introduce a wider range of materials and techniques. Sketchbooks show the development of skills as pupils move through the school.

## **DESIGN AND TECHNOLOGY**

100. Standards in design and technology are below average at the end of Year 2 and Year 6. Achievement is unsatisfactory. Standards have fallen since the previous inspection mainly because there are insufficient opportunities for pupils to undertake work in all aspects of the subject. This is partly because some of the activities that are offered, such as studies of healthy eating, belong in the science curriculum rather than in design and technology.

101. Pupils at the end of Year 2 use their skills to design a fruit salad, evaluate the product and offer ideas for improvement. There are limited opportunities to design and make and to work with a variety of materials and, as a result, their progress is unsatisfactory.
102. A similar picture is seen for pupils in Year 3 to 6. Pupils in Year 6 use their design skills to make a burglar alarm and musical instruments. These design plans include the materials and equipment to be used. There is some evidence of evaluating the effectiveness of the alarms and identification of ways they could be improved. Pupils have also had the opportunity to make bread in food technology and to make card boxes for special purposes. There is limited use of instructions for replicating models and most diagrams are inaccurate, making it difficult for others to replicate the work. The few evaluations seen during the inspection are thoughtful and based on accurate observations.
103. Pupils in Year 3 and Year 4 use paper to make pictures which include a moving part, for example a tiger which pops up from the grass. There is no evidence to show that they review their work in order to suggest improvements. These pupils have explored techniques for joining materials and intend to incorporate some of these ideas into their work on containers for money. Links with other subjects are appropriate; for example in science through the use of circuits in burglar alarms and in music with the making of instruments. Literacy makes a good contribution to design and technology through the discussions, and writing of reports on the completed work.
104. It is not possible to judge the quality of teaching because no lessons were seen during the inspection. Evidence is taken from a scrutiny of work in classrooms and in pupils' folders and from an examination of the planning documentation. It is clear that some skills necessary for design and technology are used by pupils through the school, but there is no programme to ensure that pupils develop their skills steadily and systematically. There is currently no system for tracking and recording progress in those skills.
105. There is a new co-ordinator for the subject who has not yet had sufficient time to make an impact on design and technology in the school. There are plans to monitor teaching in the spring term of 2004 but there is a need to consider an earlier review of provision to ensure that there are sufficient opportunities for pupils to engage in all aspects of the subject and to raise standards.

## **GEOGRAPHY**

106. Standards are broadly average by the end of Year 2 and Year 6 and pupils are achieving satisfactorily. This is a similar picture to the findings of the previous inspection and is based on the limited amount of work available.
107. Pupils in Year 5 and Year 6 cover similar work in geography and successfully identify water features on an Ordnance Survey map of the local area but have difficulty in correctly specifying the grid references for these. Pupils shade maps to show the amount of rainfall in different areas but their work does not include a key to explain the different shades. They show good imagination and some sound understanding of water transportation methods in considering how to improve their classroom environment by suggesting ways that water could be transported to the classroom. Scrutiny of work indicates that pupils' acquisition of geographical skills is not sufficiently consolidated in Year 5 and Year 6. Pupils in Years 3 and 4 compare advantages and disadvantages of environmental change when they consider how changes in the local environment might affect the lives and activities of people in the village. They also make interesting and appropriate comparisons between life in their own village and in a village in Southern India. Work seen in books and on display indicates that pupils in Years 3 and 4, including those with special educational needs, achieve well and their attainment in the geographical work seen is above average.
108. In Year 1 and Year 2 all pupils show satisfactory progress in the development of early geographical skills. In Year 1 they use symbols appropriately to represent key features on a simple map of the school and its surrounding area and show a simple understanding of the postal service by sequencing pictures. Pupils in Year 2 write their own addresses and complete a tally chart of the

different ways they travel to school. They are able to represent geographical features such as a bridge and a river through their drawings of a simple map.

109. There is insufficient evidence to make a judgement on the quality of teaching. No lessons were seen during the inspection. Teachers' planning for the subject is based on a nationally accredited scheme and the National Curriculum is covered through a two year rolling programme to take account of the mixed age classes in the school. Long term planning shows enrichment of the subject through field visits to a water treatment works and a week's field study on the Isle of Wight for Years 5 and 6. Other year groups carry out a local study and field work in the local area. The development and application of literacy and numeracy skills through geography is variable throughout the school. Work in Years 3 and 4 shows good use of different styles of writing to record geographical work and pupils in Year 2 use a tally chart and report writing skills appropriately to record information about travel to school.
110. Leadership and management of the subject are satisfactory. The co-ordinator has only been in place for one term. She has an appropriate overview of the teaching and learning of the subject through monitoring of teachers' planning and the weekly assessment sheets linked to learning outcomes. There are adequate resources to support the teaching of the subject and the co-ordinator plans to develop these further to match resources appropriately to units of work taught. She now needs to put in place strategies to monitor and evaluate the development of geographical skills throughout the school to ensure pupils' achievement in this area,

## **HISTORY**

111. Standards are average by the end of Year 2 and Year 6. All pupils, including those with special educational needs, gifted and talented pupils and those for whom English is an additional language, are achieving satisfactorily. Standards have been maintained since the previous inspection.
112. Pupils in Years 1-2 develop their knowledge of famous people from the past. They talk about Guy Fawkes and Florence Nightingale with confidence. During the inspection, pupils enjoyed a 'visit' from Florence Nightingale and were able to question her about the work at Scutari. Pupils in Year 1 acted out the battle at Balaclava and the evacuation to Scutari Hospital. They described the conditions in the hospital and the improvements made by Florence Nightingale and her team of nurses. They use posters and other simple reference material to help them with their work. They have an appropriate understanding of chronology and know that Guy Fawkes and Florence Nightingale lived in different periods of English history. Higher attaining pupils know Florence Nightingale lived longer than was usual at that time. They can represent information on simple time lines.
113. Pupils in Year 3 and Year 4 study ancient civilisations; for example, the Egyptians and the Celts and Romans in England. They know about famous Egyptian Pharaohs, their buildings and their religious beliefs, which included mummification. The display in the classroom revealed an extensive knowledge and the use of research skills and included a very life-like 'mummy'. Pupils in Year 5 and Year 6 study the ancient civilisations of Greece and Sparta, including the beginnings of the Olympic Games and the uniforms and life of the soldiers of the time.
114. During the inspection only two history lessons were observed so no overall judgement can be made about the quality of the teaching. However, the quality of teaching in both these lessons was of a high standard and resulted in very good learning. An excellent lesson was observed for pupils in Year 1, where pupils acted out the battle and evacuation from Balaclava. Here, a very wide range of activities fully involved all pupils and very high expectations and excellent subject knowledge ensured that pupils talked with confidence about the whole episode and were very knowledgeable about the conditions which Florence Nightingale found in the hospitals in the Crimea. In a very good lesson for pupils in Year 3 and Year 4, exciting resources, such as a realistic 'mummy' immediately gained the pupils' attention and very good use of challenging questions enabled pupils to gain an understanding of life in Ancient Egypt. Teachers make good

use of classroom assistants and other adults to support their lessons and use a range of teaching strategies and artefacts effectively to make the subject lively and interesting.

115. The curriculum is based on a national scheme of work and is good overall. It is organised over a two year rolling programme with a half termly emphasis on the subject. The school has adopted this organisation because of the mixed age classes and to avoid unnecessary repetition of subject matter. There are good procedures for assessing and recording pupils' progress. This information is used well to identify pupils' current levels of attainment and to plan future lessons. The co-ordinator has only recently taken responsibility for the subject and has not yet had the opportunity to make an impact on provision and standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Standards are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving well. This is a significant improvement since the previous inspection, where standards were well below average at the end of Year 6 and the subject had a very low profile. The school has very successfully addressed the key issue to raise standards by ensuring all the required elements of the curriculum are taught, by improving the quality and number of computers available and through the appointment of a knowledgeable and enthusiastic co-ordinator. The appointment of a technician, who comes to the school every fortnight, means that the computers are always serviceable and that any breakdowns are repaired very quickly.
117. Pupils in Year 6 use computers for a wide range of applications. They use the Internet to access information, send e-mails, and are currently designing their own web page. They know how to create links between different web pages. They use spreadsheets and graphs to present data; for example, about birthdays and use 'Power point' effectively in their presentations to the class. Pupils also use monitoring equipment well in their work in tracking the temperature changes during a school day. This aspect of the curriculum was not being taught at the time of the previous inspection. They import pictures and other images to make advertisements. They talk with confidence about their work and use a range of resources for different purposes, for example by incorporating digital images. Pupils in Year 5 are in a mixed age class with Year 6 and have the advantage of working with them. They are making very good progress and are attaining very high standards. Pupils in Year 3 and Year 4 use computer programs to help with the design of Christmas cards and to word process their diary writing. They use pie charts and graphs to represent information about pizza toppings.
118. Pupils in Year 2 use a variety of computer techniques and programs with confidence. They enter their own text, edit it and use the 'mouse' skilfully. When using paint programs, they select the different options to create patterns and pictures, and save and print their own work. They write instructions for a programmable toy, use word processing to support their writing and display data in graphs and tables.
119. There is insufficient evidence to make a judgement on the quality of teaching because only one lesson was seen during the inspection. However, in the lesson seen for pupils in Year 5 and Year 6, the quality of teaching was very good and had a positive effect on the standards attained. Very good subject knowledge and very high expectations ensured that pupils met the challenges presented to them. Activities were very well matched to the needs of all pupils and resources were used effectively. Pupils responded positively and worked well in pairs to design their websites. The lack of sufficient computers in the classroom for all pupils to work on meant that some pupils designed their web sites on paper before transferring them to the computers later. The fact that all pupils designed a web site in the lesson is a tribute to the quality of the teaching.
120. Pupils develop their information and communication technology skills appropriately in other areas of the curriculum. For example, they use programs to support their work in mathematics to display data, including graphs, pie charts and tally diagrams. In literacy, they develop word processing skills by making books and compiling class poems. In science, they record scientific facts and use graphs to display the results of their experiments. Digital photographs are used effectively to enhance displays across the curriculum. Pupils use the Internet to research history and



geography topics. Although work on display shows that pupils develop their skills in other areas of the curriculum, during the inspection little use was made of computers in lessons. For example, in one literacy lesson, the opportunity for pupils to use the computers to write sentences was missed, with pupils being offered the opportunity to type up what they had written towards the end of the lesson. As a result, the computers were unused during most of the lesson and an opportunity to develop word processing skills was missed.

121. The school benefits from the appointment of a confident and enthusiastic co-ordinator who has done much to improve standards, particularly with older pupils in Year 5 and Year 6. She is new to the school and to the position but has already made a significant contribution to the school's drive to improve standards. There is a good range of resources to support the subject. Pupils' attainment is recorded accurately and the information is used to ensure that tasks are well matched to the needs of all pupils – another improvement since the previous inspection. There is, as yet, no clear identification of skill progression and, in consequence, no accurate tracking of this aspect of pupils' progress.

## **MUSIC**

122. Standards are average at the end of Year 2 and Year 6. Most pupils, including those with special educational needs and those who speak English as an additional language, are achieving satisfactorily. The school has improved the standards identified in the previous inspection, where standards in singing were below average. Music lessons are provided by a peripatetic teacher who visits the school once a week and her lessons are followed up by individual class teachers.
123. Pupils in Year 2 use simple scores to make music using a variety of tuned and untuned instruments. They combine several scores to make an extended piece of music and change the order of those scores to provide variations. They are beginning to evaluate their efforts and to make decisions about the order of their scores and the type of instrument to be used. Pupils in Year 1 explore rhythms through the repetition of rhythmic and melodic patterns and play a variety of instruments together. Pupils in Year 3 and Year 4 put together repeating patterns and use the correct language to describe their work, for example 'ostinato'. They use symbols to represent the sounds they wish to produce and learn that these can be represented formally by correct musical notation. Pupils in Year 5 and Year 6 sing tunefully, accompanied by tuned percussion to perform 'rounds'. They evaluate their work although they do not make improvements to it.
124. The quality of teaching and learning is good. Pupils respond well to the expertise of the specialist music teacher. She has good subject knowledge and plans activities which are challenging, particularly for Years 3 and 4, and which enable the pupils to apply their musical skills in new situations. The formal recording of music and the associated language is introduced at the appropriate time. As a result, pupils are making sound progress in developing their musical skills and knowledge. All lessons taught by the specialist teacher take place on one morning a week after a whole school assembly where musical skills are also practiced. During the inspection, pupils were less motivated than might have been expected in a lesson that immediately followed the whole school assembly.
125. The curriculum is well planned to cover all aspects of the subject and good use is made of a new scheme of work. The careful assessment and recording of pupils' progress is shared with the class teachers and is used to provide further activities to support the weekly music lesson. Music makes a good contribution to pupils' social development through opportunities to work together; for example, in Christmas concerts. Pupils have recently sung on the local radio station as part of a village feature. There is a satisfactory range of resources which are easily accessible, although there is a need to extend the range to include more hand held percussion instruments.

## **PHYSICAL EDUCATION**

126. No lessons in physical education were observed in Years 3 to 6 during the inspection so there is insufficient evidence to make a judgement on standards of attainment at the end of Year 6. The previous inspection also gathered insufficient evidence of standards in games, gymnastics or dance so a judgement on improvement cannot be made. Standards in dance at the end of Year 2, based on the evidence of the one lesson observed, are above average and pupils achieve very well. This shows good improvement from the average standards in dance observed in the previous inspection. There is insufficient evidence to make a judgement on games or gymnastics.
127. In the Year 2 dance lesson observed pupils demonstrated good spatial awareness and good understanding of different ways to travel around the room, changing direction and speed. They used their imagination very well in moving creatively to represent a balloon inflating, deflating, floating and bouncing. Pupils show a very good understanding of the changes in tempo of the music when they combine their movements to create a dance sequence and make very good progress in learning how to count in time to the music as the tempo changes. Monitoring of standards by the subject leader reveals that most pupils in Years 3 to 6 can swim 25 metres and that pupils demonstrate good hand/eye co-ordination in the development of ball skills.
128. There is insufficient evidence to make an overall judgement on the quality of teaching in physical education but teaching of dance in the one lesson observed for pupils in Year 2 was very good. The lesson was well planned and the teacher used scarves and a balloon to very good effect to stimulate pupils' imagination and encourage their creative movement. Pupils responded well to the teacher's high expectations of behaviour and application. They listened very well to explanations and to the music and their concentration was very good in their attempts to count and move in time to the music. A particularly good feature of the lesson was the opportunity for pupils to evaluate their own performance and suggest how they could improve. They made different suggestions of how to improve their expressive movement and recognise that they needed to learn to count more accurately, demonstrating very good achievement in evaluative skills. Their obvious enjoyment and involvement in the lesson effectively contributed to their spiritual development. A pupil with a hearing impediment was able to join in the lesson through a microphone link with the teacher and was very well supported by the classroom assistant to ensure that he was fully included in all aspects of the lesson. All pupils, including those with special educational needs made very good gains in their learning.
129. The leadership and management of physical education by the headteacher are good and she has a good vision for the development of the subject. A new scheme of work is in place covering all areas of physical education and appropriate assessment opportunities are identified for each unit of work. The subject is enhanced by participation in inter-school competitions and by Dance Day when pupils have the opportunity to study dance and poetry from other cultures. There is a good range of extra-curricular activities related to physical education including netball, 'unihoc', football and athletics. The school is well-resourced in this area with a good range of small apparatus and suitable large apparatus in the hall with good use of information labels to help pupils store the apparatus correctly. Outside, there are appropriate playground markings, facilities for netball and 'unihoc' and a wooden climbing frame which pupils are able to use at break times. There is also a shallow outdoor swimming pool. There is some use of information and communication technology in the recording of pupils' activities in physical education using a digital camera.

## **RELIGIOUS EDUCATION**

130. Standards in religious education by the end of Year 6, and by the end of Year 2, meet the requirements of the locally agreed syllabus, maintaining the standards at the time of the previous inspection. Pupils, including those with special education needs, achieve well in developing their knowledge and understanding of the Christian faith and of other major religions of the world. Some evidence was seen during the inspection of pupils' discussion and reflection about the relation of their learning to their own lives and there were some planned opportunities to develop spiritual, social and moral links. Pupils' achievement in this area of their learning is satisfactory.

131. In Year 5 and Year 6, pupils develop their understanding of different religions well in a project about festivals of light, which compared the festivals of Hannukah, Christmas and Diwali. In a good lesson seen during the inspection they displayed detailed knowledge of the story of Esther and the Jewish festival of Purim. They discussed the characters of the main people in the story and produced written character profiles. Pupils in Year 3 and Year 4 make good progress in developing their understanding that the parables of Jesus are stories that convey a message about the Christian faith and way of life. They have a sound understanding of key vocabulary and can explain the meaning of 'parable' and 'disciple'. In the lesson seen they made good progress in interpreting the parable of the houses built on sand and rock. This was linked well to their moral understanding as they considered the characteristics of a person who builds their life on strong foundations of faith. In Year 1 and Year 2 pupils can identify the important symbols of different religions. In their current topic of 'Belonging' they identify the different groups to which they belong and discuss what they do as part of the group, effectively contributing to their personal and social development.
132. The teaching of religious education is good throughout the school. This judgement is based on two lessons observed in Years 3 to 6, observation of teacher and pupil discussion in Year 2 and scrutiny of pupils' work and teachers' planning. Teachers have a sound understanding of the subject and lead discussions well, using questioning effectively to draw out and develop understanding. In a good lesson in Years 3 and 4 the teacher's good use of questioning and reinforcement enabled pupils with special educational needs to make good progress in their understanding of parables. There is an appropriate emphasis on reinforcing key vocabulary and knowledge and methods of recording reflect this. Adequate opportunities are planned to promote pupils' spiritual, moral social and cultural development through discussion, reflection and relation of learning to their everyday lives but these opportunities need to be further developed. Teachers plan many good opportunities for pupils to apply their literacy skills in religious education. For example, pupils in Year 2 produce an extended piece of writing about the story of the three wise men and pupils in Years 5 and 6 write character studies of the main characters in the story of Esther. Information and communication technology is used appropriately by pupils in Years 5 and 6 when carrying out research for their projects but no other examples were seen of the use of information and communication technology in religious education.
133. Leadership and management of the subject is good. There is an effective scheme of work based on the local education authority agreed syllabus and supplemented by a nationally accredited scheme of work and other published resources for teachers to draw on to develop the curriculum further. The school has an appropriate range of resources to support the teaching and learning of religious education, including 'faith' boxes containing a range of artefacts, pictures and books. There are sound links with the local church and plans for a multi-cultural day involving different faith groups to develop pupils' awareness of the multi-cultural society in which they live. Assessment of pupils' learning is carried out through written and oral assessment and the co-ordinator is aware of the need to develop systems of assessment. There is a clear view for the development of the subject.