

# INSPECTION REPORT

## **PANSHANGER PRIMARY SCHOOL**

Welwyn Garden City

LEA area: Hertfordshire

Unique reference number: 117294

Headteacher: Mrs M Will

Reporting inspector: Ms A Coyle  
20603

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> January 2003

Inspection number: 247758

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Daniells Welwyn Garden City Hertfordshire
Postcode:	AL7 1QY
Telephone number:	(01707) 328 846
Fax number:	(01707) 393 543
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Larkins
Date of previous inspection:	12 <sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Ms A Coyle	Registered inspector	Science Information and communication technology Art and design Foundation Stage Equal opportunities	How high are the standards? How well are the pupils taught? How well the school is led and managed What should the school do to improve further?
9769	Mrs M Morrissey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21103	Mrs V Ives	Team inspector	English Physical education Music Religious education	How good are the curricular and other opportunities offered to pupils?
28200	Mr P Stevens	Team inspector	Mathematics Geography History Design and technology Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Panshanger Primary School is situated in a residential area of Welwyn Garden City. It serves a wide catchment area, which consists of privately owned and local-authority properties. The school is a bit smaller than other primary schools nationally and the number of pupils on roll has remained steady over the past few years. There are 211 girls and boys in the school, including 30 children in the reception class. There are also 26 children who attend part-time in the nursery. Children are admitted to the newly created Early Years' Unit in the year of their fourth birthday and attainment on entry is average overall. Eight per cent of pupils are from ethnic minority families and six per cent speak English as an additional language. The main languages spoken at home, other than English, are Bengali, Sylhetti, Gujarati, Bulgarian and Chinese. Only six per cent of pupils are known to be eligible for free school meals, which is well below the national average, and a lower than average figure of ten per cent have been identified as having special educational needs. No pupils have statements for their needs. The high turnover of staff and the significant numbers of pupils joining and leaving the school have had an adverse effect over the last two years.

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

This is a welcoming school in which pupils generally attain the expected standards by the time they leave at the end of Year 6. The teaching is mainly good, and the headteacher, senior managers and governors provide sound management overall, so that satisfactory value for money is obtained.

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

- All pupils have good attitudes to school. They behave well and have good relationships with each other. Pupils' attendance is very good and well above the national average.
- The quality of teaching is good overall. It is frequently very good in the junior classes. The hard-working members of staff are key factors in the mainly sound standards achieved by pupils.
- The curricular provision is enriched by a very good range of extra-curricular activities.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Good care is taken to ensure pupils' welfare and safety, and this includes very good procedures for promoting attendance and good behaviour, and good accommodation.
- The headteacher provides good, clear educational direction for the future development of the school and is supported closely by a stable senior management team.
- The school has very good partnerships with its parents and good links with the community and local schools.

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

- Standards are not as high as they might be in aspects of science, geography and history in the junior classes, and in art and design across the school, and the most capable and talented pupils are not challenged consistently.
- Monitoring and evaluating of the provision are inconsistent across subjects.
- Assessment is not used well enough yet to guide curricular planning in the foundation subjects.

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

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

The school was last inspected in 1998. Since then, it has emerged from a period of instability caused by significant changes in staffing and leadership. These difficulties have limited the rate of improvement, but this has been satisfactory overall. Since the appointment of the new headteacher two years ago, improvement has accelerated. Curricular policies and schemes of work have been developed and are now satisfactory. The procedures for assessing pupils are better than they were five years ago, although they are not yet used sufficiently to guide curricular planning in some subjects. The roles of some of the co-ordinators have been re-allocated recently due to the high turnover of staff and there is still more to be accomplished in developing their monitoring and management of individual subjects. Standards of attainment have been maintained to the extent that pupils currently attain sound standards by the time

they leave in most subjects, but the most capable and talented pupils do not do as well as they could. Overall, the school has a sound capacity for further development because the headteacher, staff and governors are working together to improve the provision and areas such as the standards in writing have already been noted for improvement.

## 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	D	D	C	E
Mathematics	C	C	C	D
Science	C	D	C	E

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

The above table shows that standards of attainment were in line with the national average in English, mathematics and science in 2002. Trends show an improving picture since 2000, although the school's results for 2002 were well below those of similar schools in English and science, and below in mathematics. The inspection evidence does not wholly concur with these results and shows that, in Year 6, the current group of pupils achieve sound standards in the core subjects of English and mathematics, although they are below average in some aspects of science. The school met its targets in 2002 and has set suitably higher targets for next year, which it is striving to attain. Pupils achieve sound standards in most other subjects of the curriculum, except art and design, geography and history, where they are below the nationally expected levels. The high rates of pupil mobility and staff turnover have adversely affected standards in recent years but the school is working hard to raise levels of attainment.

At the end of Year 2, the standards attained in 2002 were below the national average in reading, mathematics and science. They were well below average in writing.<sup>1</sup> However, when compared with the results of similar schools, standards were well below average in reading and mathematics and amongst the lowest five per cent in the country in writing. The inspection evidence does not concur with this picture but indicates that pupils in Year 2 currently achieve satisfactory standards in these subjects and in most other subjects, except art and design where they are below the expected level.

The youngest children enter the nursery with average attainment and make good progress in their learning. They achieve the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development by the time they reach the end of the reception year.<sup>2</sup>

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### <sup>1</sup> ON LEVELS:

By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

<sup>2</sup> **ON EARLY LEARNING GOALS:** From September 2000, QCA (Qualifications and Curriculum Authority), has introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the following areas of learning: language, literacy and

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest in their work and are keen to be involved in activities.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at play.
Personal development and relationships	Good. Pupils relate well with each other and have good personal skills.
Attendance	Very good. Levels of attendance were well above those of other schools last year.

Pupils' attendance, attitudes, behaviour and personal development are strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 and learning is good overall. Of the lessons observed, teaching was good, or better, in almost six out of every ten. This represents an improvement since the last inspection and accounts for the good progress taking place and the sound standards achieved by pupils in most subjects. Overall, the teaching of basic skills in literacy and numeracy is secure and teachers use the resources well to motivate and interest pupils. Support staff are deployed effectively and teachers make sound references to pupils' previous learning when planning their lessons in English and mathematics.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad curriculum that includes all subjects of the National Curriculum and religious education for pupils in the infant and junior classes, and the areas of learning for children in the nursery and reception classes.
Provision for pupils with special educational needs	Sound overall, with good features. The school responds well to the Code of Practice. <sup>3</sup> Staff provide suitable individual education plans for individuals and support the less capable pupils well.
Provision for pupils with English as an additional language	Satisfactory. All pupils are integrated well and supported appropriately by staff during lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good. Pupils are provided with good opportunities for developing their spiritual, moral, social and cultural awareness.

communication; mathematics; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development.

<sup>3</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.



development	
How well the school cares for its pupils	Good. The school takes care of its pupils within a supportive learning environment, although the use of assessment information is still being developed and extended to help staff plan the curriculum.

The school works in very good partnership with parents. A very wide range of extra-curricular activities enriches the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall, with good features in leadership. Following a period of instability, due to significant staffing and recruitment difficulties, the new headteacher provides good educational direction and is supported closely by the senior management team. Subject co-ordinators are still in the process of developing their roles.
How well the governors fulfil their responsibilities	Satisfactory. The governors are keen to be involved with the work of the school. They have been particularly supportive to staff throughout the changes that have taken place over the last two years.
The school's evaluation of its performance	Satisfactory overall. The headteacher evaluates pupils' achievements regularly, but the monitoring and evaluating of the provision are not yet fully developed across all subjects.
The strategic use of resources	Satisfactory. The school's finances are linked appropriately to the improvement plan.

The hard-working members of staff are key factors in the standards achieved by pupils. The school applies best value principles in the purchase and use of resources.

## 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>• Children enjoy coming to school.</li> <li>• Teaching is good.</li> <li>• The school is led and managed effectively by the headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant areas.</li> </ul>

The inspection team agrees with the positive views of the parents. Children enjoy coming to school and are keen to do so, and the teaching is good overall.

## **PART B: COMMENTARY**

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

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

1. Standards are similar to those found at the time of the last inspection and are currently in line with the national expectations by the end of Year 6 in the core subjects of English and mathematics. Children enter the reception class with similar skills to those of most four-year-olds in other schools. They make good progress and attain the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Children listen well to adults and to each other, sharing toys and games willingly. They speak clearly and many count well up to ten. They use computer programs with confidence, especially when matching shapes and counting numbers. All children are tolerant of one another and children with special educational needs are integrated happily with their peers.
2. In English, pupils' performance at the end of Year 6 in the 2002 National Curriculum tests was in line with the national average. However, their performance in relation to that of pupils from similar schools was well below average, although 84 per cent attained the expected Level 4 only 23 per cent attained the higher Level 5. These results show that the school met its targets for 2002, but there were too few pupils at the higher level. Pupils' performance in reading at the end of Year 2 was below the national average and well below average in writing. The results were well below those of similar schools. Only 80 per cent attained the expected Level 2 in reading, with 27 per cent at the higher Level 3, whilst just 67 per cent attained Level 2 in writing and only three per cent reached the higher Level 3. Trends show that the results have varied since 1998 due to pupil mobility. The inspection findings do not wholly concur with these results but show that pupils are currently achieving satisfactory standards by the time they reach Year 6 because basic literacy skills are taught appropriately across the curriculum, with sound use of computers to help them extend their learning. Standards of handwriting and the presentation of work are satisfactory, although the school has correctly identified the need to improve writing and extend the most capable pupils.
3. In the 2002 national tests for mathematics, the results matched the national average but were below those of similar schools at the end of Year 6. The school exceeded its targets, as 84 per cent attained the expected Level 4, although only 19 per cent attained the higher Level 5. At the end of Year 2, 90 per cent attained Level 2, but only 23 per cent attained the higher Level 3. This was below the national average and much lower than the results of similar schools. Standards have been variable at the end of Year 2 over the last four years, but they have remained consistent at the end of Year 6. The inspection findings show that standards have improved and they are currently average for the pupils at the end of both Year 6 and Year 2, although the most capable are not achieving as well as they could. Basic numeracy skills are taught and used appropriately across the curriculum, and computers are used well.
4. In the science results for 2002 at the end of Year 6, the percentage of pupils reaching the expected level was in line with the national average. The results were, however, well below those of similar schools; although 94 per cent attained Level 4, only 29 per cent attaining the higher Level 5. In Year 2, the teacher assessments indicated that standards were below average in relation to the national figures; only 87 per cent attained Level 2, although an average 20 per cent attained the higher Level 3. The evidence gathered during the inspection largely concurs with these results and shows attainment to be average compared with the nationally expected levels at the end of Year 2, but below average by Year 6 in scientific investigations. Pupils make sound progress overall, and literacy skills, numeracy skills and computer technology are used appropriately to help them increase their knowledge and understanding of scientific concepts. However, the most capable are not challenged sufficiently to do well and are not achieving as well as they might.
5. Pupils achieve appropriately in most other subjects of the curriculum throughout the school.

Standards are sound in design and technology, information and communication technology music, physical education and religious education. Pupils' learning is promoted steadily in these subjects and they are used effectively to link with topics. However, standards are not high enough in geography and history in the junior classes and they are unsatisfactory in art and design across the school.

6. Pupils who learn English as an additional language and those with special educational needs make satisfactory progress. All are integrated well in lessons. By the end of Year 2 and Year 6, the low attaining pupils achieve what would be expected for their ability in English and mathematics. However, the most capable and talented girls and boys do not achieve as well as they might because they are not sufficiently challenged during lessons.

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

7. Pupils have good attitudes to learning which are developed from the nursery onwards. All school decisions take into account the views of the pupils and this is reflected in the positive attitudes of the majority who are happy to be in school, a view confirmed by parents. Pupils work well in pairs and small groups, often helping each other with their learning. For example, in a Year 4 literacy lesson, pupils worked in pairs, constructing sentences and were good critical friends, resulting in good imaginative work.
8. Throughout the school pupils generally behave well in all situations. Their involvement in formulating classroom rules has resulted in them understanding their teachers' expectations and having genuine ownership of, and responsibility for, their own behaviour, not wishing to lose 'Golden Time' being a strong deterrent. This allows for lessons to be taught in an industrious and positive atmosphere; where teaching is not so good the quality of behaviour in lessons is not always so positive. At lunchtime pupils having a hot meal wait sensibly to be served and move carefully around the dining space. During the inspection pupils were polite and well mannered and coped well with the poor weather conditions which curtailed some of their outdoor play; even so the school remained quiet and calm.
9. Relationships across the school are good; even the youngest children are confident about seeking the teachers' help and most importantly the help of older children. All pupils are extremely supportive and kind to the younger pupils, but especially pupils in Years 5 and 6 who help nursery and reception children during assembly and generally around the school. Pupils with special educational needs behave well and are interested in what they learn about, although some of the highest-attaining pupils occasionally slip into immature behaviour when they are not given enough challenging work to do.
10. Attendance is well above the national average. Pupils arrive punctually at school and this allows the school day to begin on time in a calm atmosphere that prepares them well for the day ahead. There have been no exclusions in the last year.
11. The range of good opportunities promotes pupils' personal development; for example, working as classroom monitors, helping in assembly and supporting nursery-aged children. Involvement in a range of charity fundraising events, in particular the Children's Fair which is totally organised and run by the pupils, together with the planned introduction of a school council, helps pupils to realise their potential as future citizens. However, pupils are not given enough opportunities to become independent learners by developing their own research skills and initiative, although activities are occasionally provided, such as the annual Easter challenge when pupils from reception to Year 6 work as teams to solve problems and complete tasks.

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

12. The quality of teaching is good overall in the nursery and reception classes. It is sound in Years 1 and 2, and good in Years 3 to 6. Of the 52 lessons observed, the quality of teaching was judged to be good in over six out of every ten, and occasionally very good. This is an improvement since the

last inspection in 1998.

13. The quality of learning is generally good, especially when lessons are planned with appropriate objectives for what pupils are to learn, and when these are made clear to the pupils at the start of the lessons and reinforced throughout. This is especially notable in literacy and numeracy, where the teaching of basic skills is sound. Teachers' plans take into account the differing needs of pupils with special educational needs, although they do not always specify how work will be adapted for pupils of higher ability and the gifted and talented pupils; this is an area for improvement. Teachers and support staff work well together as an efficient and hard-working team and this has a good effect on learning. As a result of the teachers' good relationships with pupils, levels of motivation and interest are often good.
14. Adults involved in the teaching of the youngest children in the school are knowledgeable and patient. They provide a happy, calm environment in the nursery and reception class, where all children are valued equally. Teaching and learning support staff work together well to guide children and encourage good learning. However, there are too few resources for outdoor play, although the staff have clear ideas of what is needed. Throughout the rest of the school, planning successfully incorporates the National Curriculum programmes of study, and all teachers in the infant and junior classes draw well on a wide range of contexts to help pupils learn, making use of links across the curriculum.
15. In English, teachers have a sound knowledge of the literacy skills the pupils need. The National Literacy Strategy has been implemented effectively and work is planned carefully to build on pupils' skills. All lessons have clear learning objectives that are focused well because of the good coverage of the curriculum and many teachers use skilful questioning techniques to develop pupils' speaking, listening, reading and writing skills. The good teaching in some junior classes presents models of good practice for colleagues to follow. Literacy skills are taught appropriately across most areas of the curriculum; for example, teachers focus on suitable technical vocabulary in mathematical and scientific investigations and they encourage pupils to write neatly when completing work.
16. The school's strategies for teaching numeracy are sound. Teachers usually help pupils to be aware of what they are learning by sharing the lesson objectives with them. They teach basic skills effectively, although follow-up work does not always meet pupils' needs in accordance with their abilities. Lessons usually begin with good, lively question-and-answer sessions, but teachers vary in how well they include pupils. During the main part of the lesson, teachers often adopt a good strategy of asking pupils to explain their mental methods and this helps to increase learning. Pupils consolidate their knowledge and understanding in final class discussions that are organised well.
17. Classroom management skills are good overall and teachers use an appropriate range of strategies to interest pupils. They usually control pupils well and deploy support staff appropriately to work with individuals and offer clear guidance and encouragement to them. Most lessons move along at a good pace and teachers change activities frequently to gain and maintain pupils' interest and attention. An appropriate amount of homework is given and this is marked regularly, but teachers' written comments are often too brief to help pupils improve their work and assessment is not used consistently to help raise standards in the foundation subjects.
18. The teaching of pupils with special educational needs is sound overall, with some good teaching. Within classrooms the support varies, both from teachers and from assistants. Where teaching is good, pupils are all included in oral work; for example, in Year 2 when they are asked to suggest ways of making numbers from 10 to 100 using any of the four operations. In the withdrawal groups teaching is good, and sometimes very good. The specialist teacher provides well-paced lessons that engage pupils' interest and enables them to construct complex sentences. Classroom assistants support pupils appropriately and liaise closely with class teachers. However, lesson planning does not always take into account the needs of all the ability groups. For example, the most capable pupils are not sufficiently extended to achieve as well as they might. Teachers make satisfactory use of computers but the variety of strategies and resources for developing the lowest

attaining pupils' self-esteem is limited. In mathematics, for example, pupils rarely use structural apparatus to learn new ideas, whilst in other subjects teachers seldom employ drama as a vehicle for communication.

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

19. The last inspection report stated that the school's curriculum was broad and balanced and met the requirements of the National Curriculum. However, there was a lack of detailed schemes of work in art and physical education to help the teachers to plan to build on pupils' skills, knowledge and understanding in the subjects. These issues have been dealt with satisfactorily. The curriculum is now planned in line with the latest national guidance. All subjects have policies and schemes of work and suitable documentation is used as a basis for planning the subject areas. Planning and implementation of the curriculum are monitored by the subject co-ordinators; appropriate termly action plans are produced by the co-ordinators to identify further areas for improvement across the curriculum.
20. The school has implemented the National Literacy and Numeracy Strategies appropriately. The introduction of sets for literacy and numeracy for two days per week in Year 6 has improved the quality of learning. Computers are being used effectively to support learning in literacy, numeracy and history. The curriculum offers children in the nursery and reception class a stimulating programme of learning experiences, which provide a good balance between structured imaginative play and more formal work. It is based on the recommended six areas of learning and gives the children a secure start, developing positive attitudes to learning and good preparation for work in Year 1.
21. The school's approach to educational inclusion matches its aims and values and is satisfactory for most pupils. All pupils have satisfactory access to the curriculum and appropriate opportunities to learn and make satisfactory progress, overall. The positive ethos helps to ensure a warm, encouraging and caring environment for learning. Parents are proud of the school's achievements. The curriculum for pupils with special educational needs is planned well and all have access to the full National Curriculum. They have individual education plans that highlight their needs: specific learning programmes that set targets for improvement are shared with both pupils and their parents. These plans are reviewed termly. However, a shortcoming in the school's planning for educational inclusion is its lack of appropriate challenge for the more capable pupils and for those with particular gifts or talents across the curriculum.
22. Satisfactory provision is made for health education and drugs awareness. This is incorporated effectively within aspects of the science curriculum and within the personal, health and social education programme. Through the sensitive handling of issues in lessons and by the school nurse, pupils are made aware of the abuse of drugs. The governors have adopted an appropriate policy for sex and drugs education and review its effectiveness annually.
23. The curriculum is enriched by the provision of a very good range of learning opportunities that take place at lunchtime and after school. These include a good number of sports, dance, French, music, theatre, swimming and country-dance clubs. They are all keenly attended. Annual residential visits for pupils in Years 4 and 6 give them access to an 'African Village' and outdoor adventure activities and develop their self-confidence and ability to respond to the needs of others. Visitors to school, who enhance the curriculum include theatre groups, sports coaches, local ministers, musicians, including a local secondary school jazz band and parents of different cultures, sharing customs and food.
24. The school has established good links with pre-school groups, other primary schools and a local secondary school. A number of constructive initiatives have been set up in partnership with these schools, including the shared use of a 'Science through Theatre in Education' group and participation in a combined school's music festival at St Alban's Cathedral. The good links with the community support the pupils' personal development and learning. Parents volunteer their time to help in classrooms. A number of local businesses provide opportunities for the pupils, for example, to find out about their services. The school actively participates in the district sports competitions.

25. The overall provision for the spiritual, moral, social and cultural development of all its pupils is good. Observations of the life throughout the school indicate that all teachers and ancillary staff support the aims of the school that help pupils to develop physically, intellectually, spiritually and emotionally. Overall, this provision has improved since the last inspection.
26. Provision for pupils' spiritual development is good. Collective worship is used appropriately to promote a sense of wonder and time for reflection. Assembly themes are aptly planned to be mainly Christian in character, but include festivals from all the main world faiths. This is an improvement since the last inspection. Themes such as Chinese New Year effectively assist the pupils to consider the different characteristics of the animals that give their names to each year. Time to reflect on pupils' own beliefs, values and experiences is regularly provided in the majority of classrooms and in other subjects of the curriculum. For example, in a Year 2 English lesson, pupils were effectively directed to close their eyes and think about their feelings when on an island, while in Year 4 the pupils use of evocative language created an image: "...*Then the Great Iron Man emerged from the sea. He saw a sparkle from a bird's nest,*" and "*If I belong...it makes you feel like you've got wings, gliding and swooping.*" A scrutiny of displays around the school shows that the pupils are given opportunities to consider their feelings and emotions. They make simple evaluations in their responses when listening to music; for example, "*It makes me just want to lay down and sleep because it's all calming and slow,*" and "*This makes me feel cheerful and excited because it's getting louder and louder.*" Another source of reflection is the opportunity for pupils in Year 4 to add a 'special leaf' to a 'Nomination' tree in their classroom. This records their thanks to someone or recognises something positive in others. Religious education lessons make a good contribution to the pupils' spiritual development.
27. Provision for the pupils' moral development is good. This provision has been maintained since the last inspection. It is reinforced by the personal example provided by the staff. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. Pupils are held individually responsible for their responses and are successfully helped to manage their behaviour through, for example, well-planned group discussions and effective role-play. There is a solid framework of values that encourages pupils to distinguish right from wrong. Pupils are commended for their achievements in assembly and appropriate emphasis is placed on celebrating positive behaviour.
28. Good provision is made for developing the pupils socially. The positive emphasis on consideration, tolerance and understanding promotes socially acceptable attitudes. This provision has been maintained since the last inspection. Teachers are both professional and caring, and there is clear evidence of positive and successful relationships between pupils and staff. Pupils in Year 6 assist the daily running of the school through helping with preparations for assembly. They effectively support infant pupils in the playground and at lunchtime and carry out their responsibilities well. Annual residential visits appropriately enhance older pupils' social development through planning, sharing and amicably working together. Pupils are encouraged to participate in the community, for example, in their support of local charities and village fetes, and in invitations, for example, to old people in the community to come to the Harvest Festival and concerts.
29. Good provision is made for pupils' cultural development. This provision has been maintained since the last inspection. Pupils are given effective opportunities to learn more about their own cultural traditions and heritage, for example, through local studies of the environment, visits to places of interest and museums and Christmas productions. History contributes well to an understanding of other cultures. Pupils learn about the past through artefacts and pictures. They compare different places when they study, for example, an African village in Year 4. They listen to, and begin to appreciate, music from different cultures; for example, negro spirituals, jazz and instruments linked to the Tudors and Victorians. Visits from local musicians, sportsmen and travelling theatre groups further enhance the pupils' learning and development in this area. Although multi-cultural links are limited within the locality, the school seeks to compensate for this by inviting in parents from different cultures, to widen the pupils' experience of the multi-cultural society. In addition, pupils themselves are valued and asked to share their customs and beliefs. Through religious education they appropriately learn about other faiths, beliefs and traditions.

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

30. The school cares well for the health, safety, and personal welfare of all pupils. The procedures for monitoring pupils' academic and personal development are satisfactory. Good child protection procedures are in place, and the school is supported well by external educational and welfare agencies, such as the school nurse and the education welfare officer. Staff know pupils well and pupils are confident that they will be given help and support if they need it, especially with any first aid or medical needs.
31. Procedures for monitoring and promoting behaviour are very good. The school's Golden Rules are used effectively and consistently by teachers, following the school policy. As a result, pupils understand the expectations for good behaviour and this helps create an environment in which lessons can progress with the minimum of interruption. The school has very good procedures in place to eliminate bullying and other forms of oppressive behaviour; these are used well in personal, social and health education lessons and across the curriculum. Parents are pleased with the school's response to any concerns they feel children may have, no matter how slight, and all have been swiftly and sensitively resolved.
32. Procedures for monitoring attendance are very good and well known to staff. Registers are correctly and systematically marked and monitored for absence and punctuality. As a result, levels of attendance are well above the national average and unauthorised attendance is very low.
33. Health and safety provision is good, monitored by the headteacher, the efficient site manager and the governing body. The school has a comprehensive health and safety policy that fully meets statutory requirements. Risk assessment is up-to-date and all equipment is well maintained with recorded checks. During the inspection no new health and safety concerns were noted to be a danger to pupils. There are clear notices to support procedures for fire evacuation; fire drills are taken regularly and logged. First aid provision is good; training is up-to-date, and current first aid certificates are held by a designated officer and other staff. The school has a few children with high risk medical conditions and good procedures are in place to ensure that all possible safety precautions are followed.
34. Systems for assessing and recording pupils' attainment and progress, which were satisfactory in some areas and unsatisfactory in others at the time of the last inspection, have developed and are now sound overall. In addition to statutory assessments, the school uses other national test materials regularly. The school also uses a good range of tests in English and mathematics, where teachers make on-going assessments as part of day-to-day work. However, the use of assessment to guide curricular planning in science and the foundation subjects is not yet fully developed. Teachers do not make full use of the information to adapt work for the most capable and talented pupils or to adjust lesson planning.

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

35. The school works well in partnership with parents. It believes that effective partnerships with parents are essential to its success and this message is transmitted to parents who respond positively to its efforts. Parents have a high opinion of the school; they feel encouraged to play an active part in school life and in turn the school works hard to be available to them for advice and support.
36. The quality and quantity of information provided for parents are very good. Through a wide range of methods including the governors' annual report, the school prospectus, subject information leaflets, school policies, parents' evenings, newsletters and full end-of-year reports, there is clear communication between home and school. All prospective parents are well informed before the pupils' entry; this has contributed to the successful induction procedures, which help pupils settle quickly into the nursery. Progress reports to parents are detailed and thorough with areas for personal development for pupils to attain. Parents are encouraged to comment on how pupils are



managing their homework and their schoolwork and have a positive and beneficial dialogue with staff.

37. The school appreciates the positive support parents provide. A number work regularly in the classroom and help with a range of activities, including after-school clubs. In the reception class parents come into school two mornings a week for 15-minute shared-reading sessions. All school events and productions are well supported, not just by parents and families but also by the wider community.
38. The parents' association raises considerable amounts of money for the school and also provides a very good level of support keeping the swimming pool open for school and leisure use through fund-raising and voluntary work. Whilst playing a vital role in the social life of the school and running the pool they have also provided money for a range of resources including computers, construction equipment and playground equipment.

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

39. Since the last inspection there have been many changes in staffing due to recruitment difficulties, and the school experienced a period of instability after the previous headteacher left. These difficulties have limited the rate of improvement, but overall the school has made satisfactory progress since the last inspection. The leadership of the school is now secure and school improvement has accelerated since the appointment of a permanent headteacher two years ago. She provides good educational direction for future developments and a clear sense of purpose and is supported closely by a stable senior management team. Together they ensure that the aims and values of the school are met, and have steered the school well through its turbulent times, helped by key governors and the local education authority.
40. Management is sound overall. Although the high turnover of staff has led inevitably to changes in the co-ordination of the subjects, teachers have been appointed to organise each area of the curriculum and the managers for English, mathematics and science are effective in making sure that these three subjects are given appropriate priority. However, as yet, the other co-ordinators have too few opportunities to monitor and evaluate the teaching and learning. This shortcoming was identified at the time of the last inspection and is still to be rectified, but is an area noted appropriately by the headteacher for further development.
41. The management of special educational needs is sound, with good features. The co-ordinator and teaching assistants are caring and provide good pastoral support for individual pupils. The school uses the Code of Practice effectively, and parents and carers are kept informed of the school's arrangements for pupils' individual support. Statutory requirements are met.
42. Strategic planning is sound and the school improvement plan is suitably focused. The headteacher, staff and governors have devised clear short-term targets for 2003 and the issues are prioritised to provide a long-term strategic overview of the future development of the school that is linked effectively to financial planning. The governing body fulfils its statutory duties appropriately and a number of committees meet regularly to review different aspects of the school's life and curriculum. School policies are given detailed attention by governors before the staff adopt them, and individual governors visit the school frequently. A few governors have undertaken appropriate training to help them fulfil their responsibilities and those who are newly appointed are keen to become involved in the life of the school.
43. The school has an appropriate number of staff to meet the needs of the curriculum. The sound programme of induction for new staff and a well-organised performance management system link with in-service training. Education support staffing is suitable, with five classroom staff and two administration officers who all receive training in line with their positions.
44. The school's accommodation is good and this allows the full curriculum to be taught. The hall is large and can accommodate the whole school for assemblies, also providing sufficient space and equipment for physical education lessons. Classrooms are light and airy and have good space for

lessons. The school's playing field and playgrounds are good; one area has been resurfaced. The good size of the main library enables pupils to sit and read or browse and two other library areas are available for pupils. The mini-computer bases within the teaching rooms provide good accommodation for information and communication technology. The school has identified the lack of access for a disabled lavatory, otherwise there is adequate accommodation for the disabled. Whilst teaching space for nursery children is satisfactory, the heating provision is not. Walls are thin, with no insulation, and the east-facing outside doors open directly into the classroom; the heating system is old and, even when it is running on full blast, the temperature is often below that recommended for young children.

45. Resources are generally adequate to meet curriculum demands. Co-ordinators have carried out audits of resources and in the provision for information and communication technology where they have been improved considerably. Good use is made of the wider community to enrich the curriculum with visits for all curriculum areas and residential visits, for example, in Years 4 and 6, and a range of visitors are welcomed into the school.
46. The school allocates its yearly budget appropriately to meet its priorities. In doing so, it always seeks best value by comparing costs from different suppliers. On a broader front, the governors work with the headteacher and staff to make educational plans that are soundly supported through financial planning. In doing so, they compare how other local schools obtain value for money and evaluate how well the school is performing compared with those with similar intakes. They have recently consulted parents and pupils over improving the toilet facilities and the playgrounds. The systems for financial administration are sound and enable the headteacher and her staff to concentrate on their work with pupils. The conscientious school secretary uses computer technology to run an efficient system. The school uses its financial grants effectively and has sought extra funding where it has felt there was a good case for it. For example, there have been improvements to school security, the school has been able to allocate extra funds to recruiting staff and the swimming programme has been extended. Changes have benefited the local community by providing a centre for leisure activities.

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

47. The headteacher, staff and governors should:
  - (1) raise the standards of attainment in aspects of science, geography and history in the junior classes and in art and design across the school by:
    - providing appropriate in-service training for staff to increase their subject knowledge;
    - making sure that all lessons are planned effectively to include work that is suitably matched to pupils' prior attainment;
    - extending the use of literacy and numeracy skills across the curriculum;

*(paragraphs 2, 3, 4, 5, 68, 69, 71, 72, 78, 79, 82 and 83 )*
  - (2) improve the provision for the most capable and talented pupils by: \*
    - planning more challenging activities to extend their knowledge and understanding;
    - increasing the opportunities for independent research;

*(paragraphs 2, 3, 4, 6, 11, 18 and 21)*
  - (3) make better use of assessment by:
    - improving the quality and consistency of teachers' marking;
    - referring more closely to assessment information to guide teachers' planning;

*(paragraphs 17, 34, 70, 73, 81, 85 and 88)*

- (4) monitor and evaluate the quality of teaching and learning in the foundation subjects more rigorously than at present. \*

*(paragraphs 40, 67, 73, 77, 81 and 85)*

*(\* denotes areas that were identified for improvement during the last inspection, but have not been sufficiently developed and are included appropriately in the school improvement plan)*

In addition, there are a few minor areas for improvement. These are noted in paragraphs 14, 44 and 53, and relate to the constraints of limited outdoor resources, accommodation and heating for children in the nursery and reception classes.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	8	23	20	1	0	0
Percentage	0	15	44	39	2	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

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	211
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	4.1

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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*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	20	10	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	18
	Girls	9	8	9
	Total	24	20	27
Percentage of pupils at NC level 2 or above	School	80 (91)	67 (94)	90 (97)
	National	85 (85)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	18	17
	Girls	9	9	9
	Total	23	27	26
Percentage of pupils at NC level 2 or above	School	77 (94)	90 (97)	87 (97)
	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	12	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	12
	Girls	17	17	17
	Total	26	26	29
Percentage of pupils At NC level 4 or above	School	84 (68)	84 (71)	94 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	16	15	16
	Total	24	23	25
Percentage of pupils At NC level 4 or above	School	77 (71)	74 (71)	81 (82)
	National	73 (72)	74 (74)	82 (82)

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



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

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
169	0	0
0	0	0
6	0	0
2	0	0
0	0	0
2	0	0
3	0	0
4	0	0
0	0	0
3	0	0
0	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
7	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)	8.6
Number of pupils per qualified teacher	27
Average class size	28

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

Total number of education support staff	5
Total aggregate hours worked per week	96

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	17

### ***Financial information***

Financial year	2001/02
	£
Total income	493,884
Total expenditure	493,557
Expenditure per pupil	2,300
Balance brought forward from previous year	30,357
Balance carried forward to next year	30,684



Number of pupils per FTE adult	8
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	11.7
Number of teachers appointed to the school during the last two years	13

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	194
Number of questionnaires returned	101

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	58	40	2	0	0
Behaviour in the school is good.	55	44	1	0	0
My child gets the right amount of work to do at home.	42	42	7	2	3
The teaching is good.	64	35	0	0	1
I am kept well informed about how my child is getting on.	49	43	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	66	31	0	0	2
The school works closely with parents.	51	46	3	0	0
The school is well led and managed.	79	18	2	0	1
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	35	39	9	1	15

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

No significant issues.

## **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**

48. The provision for the youngest children in the school is good in the newly established Early Years' Unit. Their attainment on entry to the school is, on balance, average and they make good progress overall. Most of the children attain the Early Learning Goals by the time they reach the end of the reception year. The quality of teaching and learning is good overall, as it is based on appropriate knowledge of the areas of learning and good knowledge of the children and their families. Children with special educational needs and those who learn English as an additional language are integrated well. The teaching plans are detailed and show the specific activities clearly related to the Early Learning Goals. A colourful learning environment is created through attractive displays, which show children's experiences in all areas. Good use is made of the resources available and the learning support staff provide good guidance for individual children. Relationships between the children and staff are good and there is a caring, inclusive and supportive ethos, facilitated by the good links between staff who teach the nursery and reception children and good use of the shared area between the two classrooms.

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

49. Children make good progress and attain the Early Learning Goals by the time they reach the end of the reception year. The development of their personal and social skills is given a high priority by staff and is promoted well at every opportunity. Children enjoy practical activities and concentrate well on their own tasks in an independent way. They share their equipment happily and work well together on the computer. Children are aware of the difference between right and wrong and are sensitive to the needs of others. The quality of teaching is good and there are good opportunities for children to learn about their own cultures and traditional festivals such as 'Christmas' and 'Eid'. Members of staff manage the children well and they encourage respectful relationships within a calm ethos where each individual is valued.

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

50. The children make good progress in communication, language and literacy and attain the Early Learning Goals. The quality of teaching is good and there are good opportunities for children to listen with enjoyment and respond to poems and songs. The majority of the children speak clearly and enjoy listening to stories such as *'Dear Zoo'* and *'The Big Hungry Bear'*. There is good progress in story telling and sequencing activities. Most children are able to write their names and read and write different labels and captions by the end of the reception year. The oldest children use pencils and crayons well and they copy their teacher's writing accurately to form recognisable letters and words. Many children know the letters of the alphabet and they link sounds to the initial letter in a word. Teachers give children useful activities to promote phonics. Children have appropriate access to a range of books and the teaching is supported well by the learning assistants, who help and guide the children well. For example, during the inspection children were seen selecting books happily with adult help and using them to find pictures of animals and characters. Children also use the computer confidently to identify characters from stories and nursery rhymes.

#### **Mathematics**

51. Children attain the Early Learning Goals and make good progress from an average attainment on entry. Sound opportunities are given for them to take part in a variety of counting activities and in whole-class mental and oral work. Most children can recognise and record numerals from one to ten and they can recreate simple patterns. They understand concepts such as *'shorter'* or *'longer than'* and many know the names of 'circles', 'squares' and 'triangles' by the time they reach the end of the reception year. The quality of teaching and learning is good. Children are encouraged to

apply their knowledge and understanding in practical tasks, which involve simple addition and subtraction. They have good opportunities to play with two- and three-dimensional shapes and they use them to construct models. The older children are able to sort and match their shapes accurately and use the language of comparison. Staff make good use of mathematical vocabulary and this has a good effect on the children's use of the vocabulary, including prepositions such as 'behind' and 'in front of'.

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

52. A wide range of experiences is offered to the children to stimulate their interests and to develop their knowledge and understanding of the world. They make good progress and attain the Early Learning Goals by the end of the reception year. Children have good opportunities to explore the world through using their senses in a focused way. They manipulate building blocks confidently and with good skills. Some of the work displayed on classroom walls shows good attempts by children at using different materials. They are confident when using the computer and skilled at using the keyboard and the mouse by the time they leave the reception class and move on to Year 1. The quality of teaching and learning is good. Children have good opportunities to talk about their homes, families and routes to school. They observe changes in the weather and discuss types of clothes that are most suitable to wear in given weather conditions. There are useful opportunities for them to develop an awareness of the local environment through visits to local places of interest.

### **Physical development**

53. Children make sound progress in learning and the quality of teaching is satisfactory. The children attain the Early Learning Goals by the time they reach the end of the Foundation Stage because they are supported well in their learning at home by parents. They are able to move with increasing confidence, imagination and control during activities and they have a good sense of space. They have good opportunities to handle small tools, objects and malleable materials safely. The provision for indoor play is sound, but opportunities for outdoor play are limited, because, although there is enough space for children to play safely, there are currently too few resources for them and there is no climbing frame. The staff are keen to develop the provision for outdoor play and have identified suitable equipment to purchase in the future.

### **Creative development**

54. The children make good progress and attain the Early Learning Goals. They are given a wide range of opportunities to explore their ideas through painting, music and imaginative play. Children particularly enjoy singing songs such as '*Old MacDonald's Farm*', using soft toys like badgers and squirrels to help them make appropriate accompanying sounds. Children use the elements of colour and shape in their pictures and models. There are plenty of examples of good work that have been collected together. For example, the colourful paintings that adorn the classrooms and shared area show that learning is fun. All adults promote this area of learning well and the quality of teaching is good. Activities are planned carefully and staff encourage children to take pride in their finished work. The good management of activities helps to ensure that children build on their skills and knowledge.

## **ENGLISH**

55. The inspection findings for the current Year 2 pupils indicate that by the time they are seven they will achieve satisfactory standards in speaking, listening and reading but below expectations for writing. By the end of Year 6, when their current rate of learning is taken into account, pupils are set to achieve in line with expectations, but with only a small number achieving above expectations. Pupils' attainment in Year 6 has been tracked since their entry to the school, when it was judged to be below average. Their yearly test results have been suitably assessed and analysed and targets have been set to match their needs. For example, the Year 6 class has been effectively set for English according to pupils' ability. This means that for two days a week the work is structured appropriately to meet the wider needs of the individual pupils. However, not

enough is done throughout the school to challenge the potentially higher-achieving pupils so that work can be planned to ensure that they progress at a rate appropriate to their ability.

56. Pupils make satisfactory progress in their speaking and listening skills by the time they leave Year 6. They listen well to their teachers and other staff and, when working in pairs or small groups, they generally respect what others are saying. Support staff work closely with pupils with special educational needs to ensure that they concentrate on what the teacher is saying. Where teachers encourage pupils to expand on their ideas, their speaking skills develop well and they are confident.
57. Standards of reading throughout the school are broadly satisfactory. By the end of Year 2, pupils have made satisfactory progress and they make good progress by the time they are eleven. The school uses a number of structured reading schemes to develop reading skills, although some older pupils are not encouraged sufficiently to tackle more challenging texts. Teachers and support assistants work with small groups within the Literacy Hour and at set times during the week. In these sessions pupils learn to talk about the story and develop their understanding. Younger pupils effectively learn about the different ways to help them read unfamiliar words. Pupils who need extra help, such as those with special educational needs, are given additional support to learn letter sounds and spelling patterns. Pupils have appropriate opportunities to read a range of written material, which includes stories, poetry, plays and non-fiction material. Overall, all pupils including those with special educational needs and those for whom English is an additional language make good progress. However, the most capable pupils are not always sufficiently challenged and research skills are generally underdeveloped.
58. The combination of a tightly structured Literacy Hour, together with the overall good teaching and often very good teaching in Years 3, 4 and 5 and the whole-school focus on improving skills in writing, have had a positive effect on pupils' achievement. By the end of Year 6 pupils achieve standards that are broadly in line with expectations. Standards in writing at the end of Year 2, although rising, are still slightly below those expected for pupils' age and few are achieving the higher Level 3. Pupils are beginning to use punctuation, such as full stops and capital letters, correctly. Many pupils confidently read back what they have written and they find words they are not sure about by themselves, using word banks and dictionaries designed for their age group. Regular handwriting practice provides useful opportunities for pupils to build on their ability to join their letters.
59. A scrutiny of pupils' past work shows that older pupils write for a range of different purposes, sequence their ideas appropriately, show an increasing understanding of punctuation and spelling skills and write more imaginative stories. Pupils in Year 6 have useful opportunities to debate current issues, such as the London congestion fee, paying appropriate attention to presenting points for discussion. In addition, they learn to use conditional sentences; for example, "*If I were Ann Boleyn I would execute Henry VIII first.*" In Year 5, pupils structure their stories well, use paragraphs consistently and improve their work by using the appropriate punctuation to make an impact on their audience. For example, one pupil wrote, "*It can't have been a dream! Was it a dream? I will probably never know. What do you think?*" In Year 4, pupils demonstrate the use of similes in their poems about personal experiences. For example, one pupil wrote, "*My gran is as sweet as an orange,*" while pupils in Year 2 use simple story frames and retell familiar stories. Pupils regularly learn spellings for homework and practise spelling strategies in lessons. A good example of this was in a Year 2 lesson, where the pupils began to understand the building up of common spelling patterns in words. Handwriting across the school has improved significantly since the recent introduction of a new scheme. The majority of pupils in the juniors are developing a fluent style. They join letters correctly and their handwriting is legible. Computers are used effectively to enhance the pupils' learning through consolidation of learning during the literacy session.
60. Overall, the quality of teaching across the school is good, with very good teaching in three out of four lessons in the juniors. As a direct consequence, pupils make good progress overall. No unsatisfactory teaching was observed. This shows a significant improvement since the last inspection, when teaching was identified as good in the majority of lessons. This effective

teaching has a significant impact on pupils' learning. Learning skills are generally good. Pupils are nearly always ready to apply intellectual and creative effort in class, as a result of their own positive attitudes, the clear learning ethos in the school and the good relationships that teachers maintain and foster in class. Most show interest and sustain concentration well. They understand what they are doing and know how to improve their work because of the clear instructions that their teachers give them. The scrutiny of pupils' work indicates that there is much good teaching. For example, in the marking of the pupils' work teachers make regular comments to encourage and give points for improvement to ensure that the pupils understand what to do next.

61. Appropriate individual targets are set termly for writing, providing a constant reminder of what the pupils need to do to improve. The teachers have good subject knowledge; lessons are well planned, learning objectives are clearly explained and pupils are effectively introduced to relevant technical vocabulary. There are good relationships in all classes and personal development is fostered well. In lessons most pupils co-operate agreeably in small groups. Teachers use the final part of the lessons effectively to assess the progress their pupils have made and to affirm their learning by revising the main features of the lesson. Pupils with special educational needs and those for whom English is an additional language are given appropriate support that enables them to make satisfactory progress in relation to their previous learning. Homework is set regularly and effectively supports and reinforces pupils' learning in the classroom.
62. The management of the subject is good. All issues reported in the last inspection have been dealt with effectively and careful monitoring has indicated further areas for development. There is a good understanding of the strengths and weaknesses in English across the school. There are good assessment procedures and pupils' progress is monitored regularly. However, the information gained from these good procedures is not always used efficiently to inform daily planning. The three library areas are used appropriately and resources are carefully organised, accessible and in good condition.

## **MATHEMATICS**

63. By the end of Year 6, pupils' attainment is in line with the national expectation. Pupils convert from one metric unit to another, the higher attainers using three places of decimals. Pupils' work uses all four operations to deal with numbers involving thousands. They show their understanding by confidently explaining their mental and written strategies. They know the equivalence of fractions and decimals. Pupils change the position of shapes, using co-ordinates in all four quadrants. In reaching this level of work, most pupils achieve appropriately; the average and lower attainers, those with special educational needs and those with English as an additional language achieve satisfactorily, although the more-able do not achieve as well as they could.
64. By the end of Year 2, attainment is in line with the national average and most pupils achieve satisfactorily. Both average and high attaining pupils sequence numbers in fives, tens and hundreds and understand place value to hundreds, tens and units. They identify lines of symmetry and name a variety of two-dimensional shapes according to their properties. They handle information using Venn diagrams. When in a tested situation, average attainers successfully add tens and units to 50, while higher attainers work up to 100.
65. The quality of teaching is satisfactory. Teachers have sound subject knowledge and they help pupils to develop basic skills. In a Year 5 lesson, for example, the teacher ensured that all pupils were included by preparing different levels of questions about fractions. This approach enlivened them, and where pupils with special educational needs were reluctant to answer, the teacher chose to target them and then give praise for their success. However, in another lesson, the work prepared was too difficult so that many pupils were unable to achieve the lesson's objective. Some, but not all, teachers expect pupils to explain their mental strategies in front of one another. This gives them confidence as they learn, for example, when using addition to check subtraction. They enjoy telling the class how they think and doing so benefits their speaking and listening. Pupils achieve well when there is a wide variety of methods. For example, when teaching about subtraction in Year 1, the teacher set different pupils on using a computer, a number line, a number square, large number steps and whiteboards. Pupils with special educational needs in a

Year 3 lesson about prisms appreciated their properties by manipulating structural apparatus and discussing what they were doing. Some lessons involve an interesting variety of resources, including computers, but this is not a consistent feature in the school.

66. The main points for development include a lack of focus in lesson planning to take the more capable pupils beyond the level achieved by those who are of average ability and limited investigative work. In addition, there are not enough opportunities for data-handling to enable pupils to apply what they learn and interpret the data they collect. Where the more-able are not extended, they sometimes resort to immature behaviour and this adversely affects their learning.
67. Standards of attainment have declined since the last inspection. The school has not fully developed a way to deal with the high turn-over of staff and pupils so that progressive learning of skills is maintained. While there is a system for the assessment of pupils' progress, it is not used consistently to make plans to meet their needs. The subject leader manages the subject soundly. However, too little time is given to monitoring, evaluating and developing teaching and learning. This is reflected in the inconsistencies in teaching styles. It is also reflected in the lack of enrichment of the curriculum whereby mathematics is taught through other subjects, although this has been done well where symmetrical shapes were created in batik and on the computer to represent snowflakes and pie charts were made showing how pupils use their day.

## SCIENCE

68. Standards in Year 6 are currently below the national expectations in some aspects of the subject. Since the previous inspection the significant changes in staffing have resulted in disruptions for the current group of pupils and this has led to a loss of continuity and a few gaps in pupils' knowledge. However, the subject co-ordinator has identified that the school needs to raise standards by focusing more on increasing pupils' ability to conduct scientific investigations. The oldest pupils understand that plants, such as broad beans, need suitable conditions for growth and that creatures such as water fleas inhabit fresh-water ponds. They use force metres to measure the pull of objects and have a basic understanding of how shadows form. In Year 5, pupils find out about food groups and how nutrition affects the muscles of the human body, whilst pupils in Year 4 know the major bones and are able to plan very simple experiments to find out the length of their arms, compared to those of others. They build appropriately on knowledge gained, although in Year 3 the current standards are much lower than expected nationally because there is a significant number of pupils with special educational needs. Speaking and listening skills are actively encouraged in lessons and this makes a noticeable impact on the sound quality of learning; for example, pupils who speak English as an additional language make as much progress as their peers and are integrated well in lessons. However, the presentation of pupils' written work is too variable and, often, teachers' marking does not adequately pick up on this or give useful comments to help pupils improve.
69. Pupils in Year 2 make suitable progress and attainment generally matches the national expectations in most areas of the subject, although their understanding of how to conduct experiments is less secure. They produce a variety of written and illustrative work. For example, pupils have completed observational studies of chrysanthemums and pineapples, using magnifiers to help them. They understand the basic properties of materials, such as wood and metal, and can name a few electrical items found in the home. Pupils recall previous knowledge readily and are keen to share their recollections with others. In Year 1, they enjoy group work that helps them to describe rough and smooth surfaces and they use their sense of smell to identify onions, flowers and perfumes. They participate in tasting substances, such as bananas, oranges and chocolate, and are able to describe the properties of waterproof materials when discussing a collage picture of a teddy bear's umbrella. However, sometimes the lack of literacy skills impedes progress when pupils struggle to read instructions and their limited skills in close observation restrict their success.
70. The quality of teaching and learning is sound overall in the infants and juniors. Classes are managed appropriately and lessons are structured. Teachers' subject knowledge is satisfactory overall and planning is based on appropriate coverage of the curriculum, with specific learning



objectives for each lesson. However, a few shortcomings in planning include a lack of match of activities to pupils' capabilities and too few opportunities for them to conduct their own research. Nevertheless, teachers make sound links with literacy and numeracy, for example, when using key words such as 'heat', 'exercise' and 'energy' and in using non-standard mathematical units of measurement in activities. The subject is managed appropriately by the co-ordinator, who is responsible for the production and review of the scheme of work and the allocation of study units throughout the school. An assessment framework is available to all staff, which includes termly assessments and mid-term evaluations of pupils' work but the information is not used as well as it could be to push on the most capable or talented pupils who are underachieving, due to a lack of challenge. Sound links are forged with geography when pupils study habitats and pond life.

## **ART AND DESIGN**

71. Standards are below the expected levels at the end of Year 6 and Year 2. This is mainly because the subject has had a low priority over the last two years, as the high turnover of staff has resulted in the need for the school to focus development on other subjects of the curriculum. The headteacher, who is currently managing the subject, has identified a need to raise standards and has planned suitable in-service training to increase teachers' subject knowledge and expertise. Although only a few lessons were observed during the inspection, judgements based on a scrutiny of pupils' work and discussions with them, and with staff, show that skills are weak. Line drawings and observational work show underdeveloped technique and sketchbooks show work that is often of a poor standard. Pupils in Year 6 have completed scenes of winter sports activities in pencil, showing people in action, such as footballers, and observational drawings of Victorian artefacts, such as quills, feathers and inkpots. However, the most capable do not achieve well because they are not given enough opportunities to extend their use of materials; for example, to interpret the texture of feather. A little three-dimensional work is attempted, such as the clay modelling of frogs to link with the science topic of 'Habitats' but the lack of resources limits pupils' choice of materials. In Year 5, pupils can use paint on fabric to create texture and illustrate stories whilst those in Years 3 and 4 have produced a reasonable standard of work, based on the theme of 'A Winter's Day'.
72. Display work around the school, incorporating pupils' efforts, confirms that standards of work are too variable across year groups over an extended period. The junior pupils' cut-out pencil drawings of tadpoles, ducks and fish and the infants' studies of plants in charcoal, pastel and pencil show sound links with science. However, photographic and recorded evidence indicates that pupils in Year 2 have only basic skills in drawing shapes and form. They sketch simple pictures of doors, puppets and winding mechanisms and complete paintings of 'special places' using primary colours appropriately. In Year 1, pupils paint sunflowers on a large scale in the style of Van Gogh, complete pencil drawings of owls and make 'Mothers' Day' cards. When drawing self-portraits, they make useful links with mathematics by using shapes such as squares, circles and triangles and have looked at Picasso's 'Weeping Woman' to give them ideas.
73. The quality of teaching and learning is unsatisfactory overall. Although some parts of lessons are planned appropriately and teachers use the resources to help motivate pupils, the lack of expertise amongst staff limits the extent to which pupils can develop their skills. Teachers do their best to link the subject with other areas of the curriculum and a scheme of work is used to help guide planning. However, work is not matched well to pupils' capabilities and the lack of a suitable focus on precise learning objectives designed to increase pupils' imaginative skills and techniques limits progress. This leads to a lack of creativity. In addition, the lack of monitoring of artwork in progress during lessons and the inconsistent use of assessment information restrict learning.

## **DESIGN AND TECHNOLOGY**

74. By the end of Year 6, pupils' attainment is in line with national expectations. They construct working fairground rides using a variety of materials and electric motors. They also design and make buggies and shelters. Although they are yet developing much independence, they make step-by-step plans including detailed drawings of their designs and evaluate their work so that they

can improve it. They are achieving satisfactorily. Pupils with special educational needs and those with English as an additional language achieve satisfactorily.

75. By the end of Year 2, pupils' attainment is in line with national expectations. They design and make colourful puppets of animals and people, which they use to develop their speaking skills in drama. They construct models of parts of the school using their cutting and sticking skills. Pupils also make satisfying vehicles and decorate them effectively. They are achieving satisfactorily. Pupils with special educational needs and those with English as an additional language also achieve satisfactorily. In other years, pupils are achieving what would be expected for their age. In Year 3, for example, pupils use their art and design skills to help them make satisfactory playground models, using a variety of materials and cutting and joining techniques.
76. The quality of teaching is satisfactory in Years 3 to 6, ranging from unsatisfactory to very good. There was too little evidence to judge teaching in Years 1 and 2. Where teaching is very good, the pupils develop their independence by learning necessary skills and strategies. Moreover, to help them the teacher builds into her plans levels of support which includes all pupils by matching their needs. Having carefully taught them how to saw safely, the teacher reminds pupils of the stages of designing, making, evaluating and improving before they set to work. Pupils thoroughly appreciate the recognition that they can think maturely. Where teaching is unsatisfactory, there is inadequate class organisation and management of behaviour, leading to slow learning.
77. Standards have been maintained since the last inspection. Teaching is now based on a good scheme of work and has a sound basis for assessment. Nevertheless, there is a lack of consistency in the quality of teaching, which affects pupils' achievements as they pass through the school. Teachers rarely take advantage of opportunities to develop literacy by expecting written accounts of the designing and making processes, nor to develop numeracy through measuring. Pupils rarely use computers at any stage and the subject is not sufficiently monitored by the co-ordinator.

## **GEOGRAPHY**

78. By the end of Year 6, pupils' attainment is below national expectations. They underachieve in relation to all aspects of the subject. They name the countries of the United Kingdom, but do not distinguish counties, other countries and continents. Pupils identify natural and man-made features of their environment, but understand little about their relationship. They explain why man changes his environment; for example, to improve leisure facilities and appreciate the need to protect wildlife habitats. However, they do not express opinions about these changes, except to refer to pollution. Higher attainers are aware of the advantages and disadvantages of constructing a by-pass. Pupils with special educational needs and those with English as an additional language do not achieve satisfactorily.
79. By the end of Year 2, pupils' attainment is in line with national expectations. They are achieving satisfactorily. They know the natural and man-made features of the local environment. However, pupils do not yet understand how and why humans changed the landscape. They express opinions about Welwyn Garden City, but do not suggest how to improve the area in which they live. Pupils do not yet compare the features of their area with those in places they have visited on holiday. Both those with special educational needs and those with English as an additional language achieve satisfactorily.
80. The quality of teaching is satisfactory. All teachers manage pupils well. However, not all teachers are consistent in their expectations of pupils' written work and they do not all encourage the pupils to use their literacy and numeracy skills effectively to help them consolidate knowledge and understanding.
81. The high turnover of staff and pupils has adversely affected the school's provision over the last two years, so that pupils' progress in the learning of skills has not been maintained fully and, as a result, standards have declined since the last inspection. Pupils of higher capabilities are not adequately included in planning. Accompanying this decline is the unsatisfactory monitoring of the

subject's performance and lack of use of adequate assessment procedures to make plans which meet the needs of the pupils. In addition, the curriculum provided for pupils in the classroom gives too few opportunities for enquiry and the use of literacy and numeracy skills based on a wide variety of resources, including computer technology.

## **HISTORY**

82. By the end of Year 6, pupils' attainment is below national expectations. They retain a basic knowledge of their most recent study relating to Victorian times and have a satisfactory understanding of chronology. However, they have not developed research skills satisfactorily. Therefore they do not have the basis for analysing key features of a period, or for explaining events and making links. Pupils cannot interpret what they read and are not aware of bias in books. They are not achieving as well as they should. This also applies to pupils with special educational needs and those with English as an additional language.
83. By the end of Year 2, pupils' attainment is below national expectations. Their recall of some of the historical people they have studied, like Florence Nightingale and Mary Seacole, is patchy and often inaccurate. They do not yet compare and contrast ways of life in the present and in the past. Pupils with special educational needs and those with English as an additional language do not achieve satisfactorily. The work scrutiny in Years 1, 4 and 5 shows that pupils are attaining what would be expected for their age and Year 3 are attaining above expectations.
84. The quality of teaching is satisfactory in Years 3 to 6. This judgement is made with reference to class lessons and a work scrutiny. There was too little evidence to judge teaching in Years 1 and 2. In the other classes the teaching is satisfactory or better in three out of the four classes. In one class, there is an imaginative approach, which includes drama. In another, a pupil learning about evacuees wrote in a letter poignantly, *'Most of the time I feel like crying and I feel I can't do anything right'*. In good lessons, teachers expect pupils to explain events such as why Vikings decided to raid monasteries, using complex sentences. However, in some lessons planning shows low expectations of thinking and of what pupils can achieve, so that not all are included by being extended. Here, teachers under-use literacy, numeracy and computer technology as a means of developing learning. Consequently, pupils' research skills are under-developed.
85. Standards of attainment have declined since the last inspection, largely due to the difficulties associated with the high turn-over of staff and pupils. However, there is unsatisfactory monitoring of the subject's performance and teachers do not use assessment to make plans which meet the pupils' needs. The curriculum provided for pupils in the classroom gives too few opportunities for enquiry and application of literacy and numeracy skills using a wide variety of resources, including computer technology.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

86. Standards are broadly in line with the national expectations by Year 6. Discussions with pupils indicate that they are able to identify the programmes they have used. These include art packages, word processing, games and the Internet. Word-processing skills are satisfactory. Pupils use computers competently to record adjectives for stories such as 'Goldilocks' and they have sound opportunities to research topics, such as the 'Vikings', using the Internet. Pupils in Year 4 construct bar graphs and pie charts of leisure-time activities from data collected and in Year 3 they are able to interrogate information relating to the frequency of daily activities, such as brushing teeth and showering. All pupils keep folders of finished work. Across the curriculum the use of the correct terminology is sound and many older pupils are able to describe some of the techniques they could use, including different fonts and scrolling.
87. Pupils in Year 2 achieve satisfactory standards when completing bar graphs of their favourite foods and hair colourings. Using art packages, they paint Christmas pictures of snowmen. By the time they are seven, most pupils use a word-processing program confidently to present their literacy work effectively, selecting and changing the size of letters, and can save their work. They devise

menus, write about astronauts and 'lollipop' crossing-patrols with sound keyboard skills and use computers for sequencing numbers and identifying shapes. Pupils enter Year 1 familiar with using a computer mouse for various functions, such as using an art program to draw pictures of themselves and to dress a teddy on screen.

88. Teaching and learning are satisfactory. Pupils work with a sense of purpose and staff intervene to help them improve their work. As a result, pupils in the infant classes enjoy the tasks and work hard to refine their skills. The balance between teaching computer skills directly and using them to support work across the curriculum is continued effectively throughout junior classes. Management of the subject is satisfactory. The role of the co-ordinator is clearly established, except in the area of monitoring the quality of teaching during lessons because the high turnover of staff has led to difficulties. Nevertheless, since the last inspection the co-ordinator has introduced better checks on planning and pupils' work; these are viewed regularly to make sure the curriculum is covered suitably. Safety regulations to protect pupils using the Internet are well established and every classroom has an appropriate number of machines. Future developments include appropriate plans for extending the resources by networking more computers, linking up an interactive whiteboard and improving the use of assessment.

## MUSIC

89. Attainment is in line with national expectations across the school in all of the strands of music. Teaching is good overall. Most pupils, including those with special educational needs, make good progress. The music that is played in assembly effectively reinforces the themes that the pupils have been learning about and an effective singing assembly is held each week. This not only develops musical knowledge, but also reinforces discipline and helps language development.
90. Overall, the quality of teaching is good with some very good aspects. This is an improvement since the last inspection, when no judgement was made on teaching. Stimulating teaching ensures that pupils listen attentively, are well behaved and persevere at tasks set. The pupils are appropriately taught to handle the instruments properly. They keep a steady beat in time to the music. Effective teaching ensures that the pupils are suitably challenged and that their understanding is well developed through the successful introduction of subject terminology, such as 'ostinato', 'pulse', 'dynamics' and 'pentatonic scale'. In the lessons seen in Years 2, 4 and 6 pupils made good use of untuned percussion instruments to accompany a theme, as well as recorders in Year 4. In Year 6 useful opportunities are provided for the pupils to record and evaluate their performance, while in Year 4 the pupils compose a song and then set music to it by using notes from the pentatonic scale. The lessons had a very good balance of demonstration, practice and performance. Pupils in Year 5 produce some thoughtful evaluations on listening to pieces of music. For example, *"I feel happy and jolly and it makes me want to dance."*
91. Planning is effective because the teacher has a very secure knowledge of the subject and makes good use of time and resources. In all lessons the pace is suitable and this challenges pupils of all abilities and keeps them focused. Music makes a good contribution to the pupils' spiritual development. For example, in Year 5 the pupils keep music diaries and record the feelings that are stimulated by listening to selected pieces of music. A music tape was used during a religious education lesson that effectively created a calm and purposeful atmosphere as the pupils studied photos and drew pictures of what can be found in churches. Information technology is not used sufficiently to support pupils' learning.
92. Specialist instrumental tuition is provided for a growing number of pupils to learn to play, for example, the cornet, trumpet, clarinet and violin. In addition, good provision is made for pupils to learn to play the guitar and recorder during lunchtime and after school. Visits from music specialists to demonstrate, for example, a variety of string and brass instruments and the drums have a significant impact on the pupils' learning. They effectively enhance the music curriculum and usefully support the good progress the pupils make. Pupils are given useful opportunities to perform publicly through concerts and celebrations of religious festivals.
93. Good progress has been made since the last inspection. The subject is effectively led and

managed. A national scheme has been adopted and adapted to support teachers' planning. Assessment procedures are in place and their use is being developed throughout the school. There are good resources to support teaching in the subject. Pupils receive a broad and balanced curriculum with a good range of planned learning experiences. The subject contributes effectively to the pupils' spiritual and cultural development.

## PHYSICAL EDUCATION

94. Standards throughout the school are close to those expected for pupils' ages and are similar to those found at the time of the last inspection. Pupils make good and sometimes very good progress. This reflects the teaching they receive. Although it was not possible to see all aspects of the curriculum, it is clear from teachers' planning that the full physical education curriculum is planned for, including swimming.
95. The quality of teaching ranges from satisfactory to very good and is good, overall. This is an improvement since the last inspection. Most pupils are enthusiastic and careful in the activities they undertake. Teachers intervene appropriately to emphasise key skills and often effectively demonstrate what they want pupils to do. This enables pupils to build on the skills they have learned previously.
96. The overall good teaching ensures that pupils are acquiring a good range of physical skills and they build successfully on what they already know and can do. Teaching is often bright and stimulating and the lessons usually move forward at a good pace. Positive encouragement promotes the pupils' self esteem and confidence. This ensures that they sustain concentration and behave well in lessons. In Year 2, pupils usefully learn, for example, to perform a sequence of balances and cat-like movements, while in Year 3 they effectively practise dribbling the ball with different parts of the foot. In Year 4, great emphasis is made on effectively building up the pupils' stamina by sustaining energetic exercise, while in Year 5, the very good teaching enables the pupils to apply the basic strategies and tactics for attack in netball. There is a clear emphasis on safety, which is thoroughly discussed and explained, as was seen in all classes. Pupils are provided with useful instances for warm-up and cool-down routines and carry them out enthusiastically. They improve their performance through practice. Good use is made of pupils to demonstrate movements and to talk simply about what they are doing.
97. The physical education curriculum is generally broad, balanced and relevant. The subject is knowledgeably co-ordinated. The school uses national guidelines and is in the process of marrying these with a purchased local authority scheme of work. There is a good range of equipment that is well-stored and easily accessible, and favourable outdoor accommodation.

## RELIGIOUS EDUCATION

98. Standards have been maintained since the last inspection. By the end of Year 2 and Year 6, the majority of pupils achieve the standards expected in the locally agreed programme of work for Hertfordshire schools. Pupils of all ages, including those with special educational needs and those for whom English is an additional language, make satisfactory progress overall. This is a similar finding to that of the last inspection.
99. Pupils develop a satisfactory knowledge of the practices of major world religions with an appropriate emphasis given to the study of Christianity. They are acquiring a suitable understanding of similarities and differences among religions. From the scrutiny of the pupils' work it can be seen that in Year 6, pupils are beginning to recognise examples of belief that are important to both the Christian and Buddhist communities. For example, they develop a positive awareness of faith through artist mediums. In Year 5, good provision is made for the pupils to explore their thoughts and feelings about what it means to wait for something. One pupil shared that *"I feel like I've got butterflies in my tummy,"* while in Year 4, the pupils appropriately learn about the meaning of making a promise. In a Year 5 lesson, the skilful questioning of the teacher make the pupils aware of the qualities needed for being a good leader. It was decided that, *"it's scary to be a leader because of the responsibility involved."* In Year 2, pupils usefully learn about

Christian church buildings, while in Year 1 the pupils begin to understand what it means to belong to a group and how each group is identified by the use of symbols. Religious festivals in the Christian calendar, such as Harvest, Christmas and Easter and from other faiths' calendars, such as Hanukkah, Diwali and the Chinese New Year make a positive contribution to their learning.

100. Overall, the quality of teaching throughout the school is satisfactory with some good aspects. The best teaching is characterised by secure subject knowledge that is effectively communicated to pupils and enlarges their understanding. Teachers have worthwhile interactions with pupils and make skilful use of questioning to encourage them to think about what is being discussed. Stimulating resources help the pupils to remain focused on a topic, which results in their being well behaved and attentive during lessons. For example, useful artefacts were introduced to the lesson in Year 1 on belonging to a group. They listen well to the discussions and the contributions of others. The pupils' individual needs are met and the teachers' caring and positive approach builds up the pupils' self-confidence by ensuring that all are involved in the lesson.
101. The teaching of religious education makes a sound contribution to literacy. Recording of information in lessons often involves sequencing events in a story for the younger pupils, such as the story of the nativity, while higher-achieving pupils in Year 2 prepare questions to ask a vicar during a visit to the church. Pupils in Year 4 are encouraged to record their knowledge through writing their own accounts of, for example, the life of Guru Nanak, while pupils in Year 5 produce "*The Egyptian Times*" to present a newspaper article about the life of Moses.
102. The effective use of collective worship and the appropriate lessons planned for personal, social and health education reinforce and enhance the pupils' understanding and their spiritual, social, moral and cultural development and make a good contribution to religious education. For example, in two assemblies, the pupils effectively learned about the story of the Chinese New Year and were given useful opportunities to participate in it. Harvest Festivals play an important part in developing the pupils' understanding and caring for others who are needy.
103. The subject is managed appropriately. The school has addressed the issue of improving the provision of artefacts raised at the last inspection. There are adequate resources of books and artefacts from different religious faiths and cultures. There have been useful opportunities provided for the co-ordinator to check teachers' planning and samples of pupils' work and appropriate assessment procedures have been set up to track pupils' progress in the subject. However, information and communication technology is not used consistently to support religious education.