

# INSPECTION REPORT

## **TITTENSOR CHURCH OF ENGLAND FIRST SCHOOL**

Tittensor, Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124279

Headteacher: Jean Meredith

Reporting inspector: Joyce Taylor  
4275

Dates of inspection: 9<sup>th</sup> –11<sup>th</sup> June 2003

Inspection number: 248580

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	3 – 9 years
Gender of pupils:	Mixed
School address:	Beechcliff Lane Tittensor Stoke-on-Trent
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Hampson
Date of previous inspection:	13 October 1997

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Team members			Subject responsibilities	Aspect responsibilities
4275	Joyce Taylor	Registered inspector	The Foundation Stage Mathematics Art and design Physical education Educational inclusion English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
19807	Keith Osborne	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
4295	David Dodds	Team inspector	Science Information and communication technology Design and technology	Quality and range of the curriculum
27337	Sylvia Oultram	Team inspector	English History Geography Music Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Tittensor Church of England First School is situated in the village of Tittensor just north of Stone. The pupils are aged between 3 and 9 years. Currently there are 75 children who attend the school, including the 20 part-time nursery pupils. The area is one of social advantage. Most children live in the village in privately owned housing. About three per cent of the children are eligible for free school meals, which is well below average. A below average proportion of children (12 per cent) are identified as having special educational needs for learning difficulties. The number of children having a statement of special educational needs is about average. Most children enter reception with above average standards. No children speak English as an additional language. Almost all children are of white English heritage with roughly an equal number of boys and girls. The headteacher has been in post for almost two years. Directly before the inspection she became seriously ill and the senior teacher assumed responsibility for leading the school.

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

This is a good school with some very good features. The teaching is good overall and the children's progress, which had been unsatisfactory, is now accelerating. It has become satisfactory during the past year and, because of the school's commitment to improvement, has the potential to be still faster. The standards are now above average by the time the children leave Year 2 and are average or above by the time they leave Year 4. The school is led and managed very effectively and provides good value for money.

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

- The leadership and management of the headteacher are very good;
- The teaching is good;
- There are very good links between the school and the parents who are strongly supportive;
- The children thoroughly enjoy school and their behaviour is very good.

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

- Standards in information and communication technology (ICT) are uneven and unsatisfactory in some parts of the subject;
- The higher attaining children in Years 2 and 4 do not make enough progress;
- Assessments of the children's learning are unsatisfactory.

*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 October 1997 and has made good improvements since then. Standards in science history and geography have improved from below average to average and music is now above average and mathematics is above average in Years one to three. The teaching is better across the school. The children's achievement in the Foundation Stage is faster. As a result these children are now maintaining above average standards throughout their time in their nursery and reception years. In all classes the children are given very good personal support and their behaviour and attitudes to learning are very good. The way the school is led and managed has improved, particularly in identifying weaknesses and finding ways to move forward. This is rapidly resolving many concerns. Some aspects still need attention. Assessment of the children's progress remains unsatisfactory and the higher attaining pupils should make faster progress in some year groups.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	D	B	D	E	well above average A above average B Average C below average D well below average E
Writing	E	C	C	E	
Mathematics	E	D	C	E	

Over the past few years the standards have been lower than they should be. The children entered the school with average or above average standards and the Year 2 tests show they have sometimes made unsatisfactory progress. When the national test results for 2002, were compared with similar schools standards were well below average in all three subjects. The headteacher has intervened very successfully in this state of affairs, and with the hard work of the teachers, the situation is improving rapidly. Standards in reading and mathematics, at the end of Year 2, are now above average. Standards in science and writing are average. The standards have improved significantly since last year and are better than at the time of the last inspection. The children have achieved well in mathematics, writing and science and at a satisfactory pace in reading where their standards were already above average. Almost three quarters of the children have reached higher than average standards in their Year 2 tests this year.

By the end of Year 4, the children's standards are above average in English and average in mathematics and science. When these children left Year 2 their standards were above average in reading, average in writing and below average in mathematics. They have made good overall progress since then. Standards in music and design and technology are above average in all year groups. Standards are average in all the other subjects apart from information and communication technology where children are not learning all the aspects thoroughly enough and in these areas they are below average. In both classes the younger year group are making faster progress than the older children in several subjects where all the children do the same tasks. This is very demanding for the younger pupils, who rise to the challenge and achieve well. The school knows this and is planning to improve the range of tasks for the older pupils, especially those who are more able.

Children learn effectively through the early stages of their learning in the nursery and reception class. They are already exceeding the expected standards by the time they move into Year 1, apart from writing, which is average. This is a considerable improvement on earlier years. Lower ability pupils across the school are supported well to do as much as they can.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children work very hard and thoroughly enjoy school.
Behaviour, in and out of classrooms	Very good. No misbehaviour was seen during the inspection. Children have a clear understanding of why they should follow school rules.
Personal development and	Good. Pupils take responsibility whenever they see a chance. They form

relationships	very good relationships with each other and with adults.
Attendance	Very good. This has improved and is much better than most schools.

A strength in the children's behaviour is the absence of bullying and the way they understand how to look after each other.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

Teaching and learning are good and the children's achievement has improved. During the inspection, more than three quarters of the lessons were good or better, and none were unsatisfactory. Good teaching in the reception and nursery class gets the children off to a strong start and their above average attainment on arrival is maintained. The teaching in the infant and junior classes is very thorough for English and mathematics. The school has implemented a system of analysing the quality of teaching and learning and introducing changes. This has supported the teachers in planning lessons that match more accurately what the children need. Teachers follow the National Strategies for literacy and numeracy and use these effectively to ensure the children make good progress. There is scope to improve the teaching of writing. Numeracy skills are taught very well.

In the other subjects children carry out interesting work that they enjoy. The planning approaches for these other subjects are not as strong as in literacy and numeracy. The teachers do not take sufficient note of the wide range of ages and abilities but plan work that is usually aimed at the older year group in each class. This means that the younger children work at a very fast pace and often reach standards that are well above average. The older, more able children are not always challenged at the same pace and their learning flags a little in Years 2 and 4. The school has identified this concern and very clear plans have been prepared to remedy the situation. The teachers have considerable strengths, in music or physical education for example. These are used well to ensure that pupils work with knowledgeable adults in these subjects and make good progress.

Classroom assistants provide good support. They usually work with children who have special educational needs and they monitor these children to see if they have understood. They provide useful information for the teachers about the children's work. They have an extremely caring and supportive approach but also ensure that the children work hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Provision has improved for nursery and reception children and their work is more challenging. The National Curriculum is extended by visits from specialists and members of the local community.
Provision for pupils with special educational needs	Good. The children are identified early and given careful support. Some of the most able children do not always achieve well enough.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. This is particularly strong for pupils' social and moral development. Children are taught to be responsible and take account of others. They learn well about their own and different cultures. There are good opportunities for spiritual development.

How well the school cares for its pupils	Satisfactory. Provision for pupils' welfare is good. Assessments to show what children need to learn next are unsatisfactory.
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The school works very well with parents and provides good information. Parents strongly support their children's learning and there are plenty of opportunities for them to be involved in the life of the school. Assessments are not used to identify the needs of different year groups or individual children. The school has highlighted very clearly what needs to be done in the improvement plan and has identified when these improvements will take place. The school implements its race equality policy effectively.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear picture of how to move the school forward. Her identification of priorities for improvement is excellent. She is supported well by the senior teacher who coordinates several subjects effectively.
How well the governors fulfil their responsibilities	Good. The governors are strongly committed to the school and provide help and support. They need to extend their monitoring role.
The school's evaluation of its performance	Good. The school evaluates its work very thoroughly. Standards are rising. More still needs to be done to improve learning opportunities for the older children in the infant and junior classes in several subjects.
The strategic use of resources	Good. The budget is used carefully. The school monitors its work against other schools and seeks to improve. Parents' views on developments are invited. The principles of best value are applied well.

The school has a good match of teachers and support staff to meet its needs. The accommodation is good and is maintained well by the caretaker and cleaners. The bursar provides very good support. Learning resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents feel comfortable about approaching the school;</li> <li>• The school is led and managed well;</li> <li>• It works closely with parents;</li> <li>• The school is helping children become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons;</li> <li>• The amount of homework.</li> </ul>

Parents who returned the questionnaire and attended the meeting overwhelmingly supported the school. The inspection team agrees with the parents' positive views. The school provides a typical amount of homework and activities outside lessons, that are free to all children, are similar to other schools of this type. Paid activities and the after school care club provide a wide range of good quality activities.



## **PART B: COMMENTARY**

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

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

1. The standards are improving. During the past three years they had fallen and were sometimes below the national average. The children start school with standards that are average or above and over the past two years have been almost consistently above. The lower standards reached by the children in their Year 2 national tests since 2000 show underachievement. The effective intervention of the headteacher and the hard work of all staff have stopped the slide in standards and now the children's achievements are satisfactory. Children in some year groups have made rapid progress in English and mathematics and on the whole all are reaching standards that match their ability. In the other subjects progress is slower for the older children in each class than for the younger. This is because the work is often the same for all and the younger year groups are much more strongly challenged than the older ones. The school improvement plan includes targets to remedy this.
2. The pupils in the nursery are reaching higher standards than usually seen in all areas of learning, apart from the writing aspect of communication, language and literacy, which is average. The children have made good progress because of the good teaching by the two nursery staff. Most children in reception attended as nursery pupils and entered reception with above average standards overall. The good teaching in reception has enabled children to maintain these standards and achieve at an appropriate rate. There is scope for all children to achieve a little more in their writing across the Foundation Stage. The school's recent efforts to maintain the children's above average standards are proving successful.
3. In the 2002 national tests for the Year 2 children, (who are now in Year 3) the school's results were below average in reading and average in writing and mathematics. The percentage of pupils reaching the higher Level 3 was less than in other schools in all three subjects and particularly low in reading and writing. The boys reached higher standards than the girls in all areas but this is not judged to be significant because the numbers of children are small and one or two children represent a high percentage. Over the past five years higher standards have sometimes been reached by girls and sometimes by boys. During the time these children have been in Year 3 they have achieved well and are now reaching above average standards in reading and mathematics and most aspects of science with average standards in writing. Teacher assessments in science, in 2002, showed that the proportion of pupils reaching the expected level was well below average, and a below average proportion reached the higher level. This has been improved and the children have made good progress.
4. The performance of this year's children in Year 2 shows a good improvement on previous years as work linked to the school's improvement plan begins to impact on standards. They are reaching above average standards in reading and mathematics and average standards in writing and science. These children left reception with average standards overall and have generally achieved well since then. Children's standards in design and technology and music are above average and are average in all the other subjects apart from information and communication technology (ICT), which has aspects that are below average. The Year 1 children are reaching higher than average standards in all subjects. They are strongly challenged by the work and the good teaching helps them manage well. In all the foundation subjects, apart from

ICT, the children are generally reaching higher standards than at the time of the last inspection.

5. The standards in Year 4 are above average in English overall, although writing continues to be less successful than other aspects and above average in music and design and technology. In all the other subjects the standards are average apart from ICT, which is below average in some aspects. These children left Year 2 with below average standards in mathematics, above average in reading and average in writing. They have made good progress in these subjects.
6. The school teaches literacy skills effectively although this is stronger in reading, speaking and listening than in writing. Mathematics presents a strong picture. The school teaches the numeracy skills systematically and effectively. There is regular practise of mental calculations and direct teaching across the range of necessary skills. As a result the children have made up lost ground, in Year 4 particularly. The standards in ICT need improvement. The children learn the necessary skills and use programs to improve their work in other subjects such as English and mathematics. However, not all their computer skills are learned effectively and some aspects of the subject, such as controlling something through a computer and communicating electronically, are not taught frequently enough to ensure good standards.
7. Most pupils with special educational needs reach standards that are below the national averages in reading, writing and mathematics. This is because the rate at which they acquire literacy and numeracy skills is slower than average. However, these children make good progress in relation to their difficulties because their work is adapted at the correct level. It is carefully structured and based on an accurate assessment of what they need. Teachers and support staff take good account of individual education plans and provide the children with sensitive encouragement and care. They ensure the children feel successful and identify tasks and resources that offer the right amount of challenge. The classroom assistants, working with groups of pupils or with individuals, make a good contribution and the pupils benefit from this help.
8. Particularly higher attaining children are identified by their teachers for additional tasks at an extended level. This works well and these children make good progress. Those that are able to work slightly in advance of their classmates do well in Years 1 and 3 because they are challenged to keep up with the older children. In Years 2 and 4 the challenge is less focused. There are potentially higher attaining children who could do more if they received the same level of support as their younger classmates.

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

9. Attitudes to the school are very good. Pupils enjoy the learning opportunities, which the school provides, including the range of clubs and additional coaching, such as "Try Golf". Behaviour is very good. Pupils from the Nursery to Year Four show mature attitudes. They help each other well, for example when reception pupils acted as filling station attendants and pretended to fill up the wheeled vehicles being ridden by nursery children. There have been no exclusions. Pupils respect the school rules, especially those about not hurting others, although some boys mentioned being called by nicknames, which they do not like very much.
10. Pupils' personal development and relationships are good. They have a very good understanding of the impact of their actions on others. This was seen, for example, when a boy carefully avoided interfering with group skipping as he retrieved his

football. Older pupils care for the youngest during the Autumn term to help them settle in, and all ages mix well in the playground at lunch times; for example, a line of girls skipping to 'Teddy bear, teddy bear ...' was composed of pupils from all classes. Class and playground rules are discussed and agreed between teachers and pupils at the beginning of each school year and the children remember and act by these rules. Relationships between pupils and all adults who are a part of the school, are very good.

11. Attendance up to the end of May 2003 was above the national average, at 96.3%. This is an improvement on the previous three years. There was no unauthorised absence, and not many pupils are taken out of school for holidays in term time. However, several pupils arrive after the official registration time of 9.00 each morning, and this means they miss the chance to take part fully in activities such as quiet reading or mental mathematics, which start the school day.

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

12. The quality of teaching during the inspection was good overall. Over three quarters of the lessons were good and no unsatisfactory teaching was seen. Two lessons were very good. This is an improvement since the last inspection. There are many strengths in the teaching throughout the school, these are linked to the training and advice that teachers receive in meetings and following classroom observations by the headteacher or co-ordinators. Support has focused mainly on improvements in literacy and numeracy and, as a result, in these subjects, planning tasks for children who are working at different levels is now effective. In English and mathematics, lessons are planned to build on the earlier learning of each year group. The children work at different tasks depending on how old they are and on what they have already learned. Lessons are based on the national advice for literacy and numeracy and support the teachers well in identifying what to teach next. The system works well and is increasing children's rate of achievement.
13. The teachers' individual strengths are evident and these also lead to good learning. In music, design and technology and physical education, for example, the lessons are particularly interesting and challenging. In one Year 3 and 4 music lesson, the children were encouraged to improvise their own steady beat and identify the musical notation. They used instruments to represent natural sounds. When the teacher asked them to evaluate the quality of their work from recordings the children learned to overcome any initial embarrassment and suggest improvements to the introductions and to how the sounds overlapped. This is challenging for the children, particularly the youngest, and the teacher demonstrated and explained well. In music and physical education the teachers swap classes in order to teach across both key stages. This enables all the children to benefit from the strong subject knowledge and the teachers can build on what has been learned before.
14. This good quality teaching ensures that the children are interested and they make good progress. Unfortunately, there is an important aspect of learning that does not receive enough attention. The lessons in all subjects apart from English and mathematics are taught at a single level although the children are from two different year groups. Teachers tend to aim the work at the levels expected for the older children and this ensures they make steady progress. They adapt aspects of the work to ensure these children receive extended tasks if they finish quickly and often provide the kind of work that allows for higher attaining children to take their work further. This was seen in art for example, when the children were weaving. Some showed considerable dexterity in handling the materials and some selected colours that

created a sense of place such as the sea or a landscape. These children were not necessarily the older pupils. Consequently the younger children work in a climate of opportunity and challenge that provides considerable benefits. Their achievement is good and often their standards are well above average, in music and design and technology for example. Unless the tasks are designed to become as challenging for the older pupils, especially those who are potentially higher attaining, the children will continue to achieve well during the very good years and less successfully in alternate years as they move through the school. Providing different levels of work is identified in the school improvement plan as a priority and clear statements about what to do and how long this should take are explicitly identified. This is very clear leadership, sharply focused to move the school forward.

15. Teaching in the nursery and reception class is good. The teacher and two nursery nurses plan the work together to ensure the work is similar but adapted for each year group. The children are taught through a mix of focused lessons, practical activities and a range of play situations. The staff provide good opportunities for learning outside as well as indoors and talk to the children about what they are doing. As a means of moving the children forward, staff demonstrate what has to be learned such as accurate formation of letters or how to position work on the page. They question and intervene when the children are unsure or find tasks difficult. Daily assessments, based on how the children manage their work, are used to improve the provision for the following week. This good quality teaching has enabled the children to maintain above average standards in all areas of learning apart from writing. More precise and structured teaching that carefully builds on earlier learning is needed to help the children progress faster in this area.
16. Teaching provision for pupils with special educational needs is good. All the staff are committed to moving the children's learning forward in a steady and systematic way. Experienced classroom assistants working with small groups or with individuals make a very valuable contribution and the pupils benefit from this help. The quality of learning plans is generally good but a few targets are too broad and the time scale for review is too long. It would also be beneficial for the classroom assistants to be more involved in monitoring the progress of children in achieving their targets.

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

17. The curriculum is good in the Foundation Stage. The children learn through a mix of direct teaching supported by free play and structured practical activities. The children get off to a good start and this is an improvement since the last inspection.
18. The provision for the children in Key Stage 1 and 2 is good, and has also improved. The curriculum includes all the required subjects, including personal, health, social, and citizenship education, and the school uses the nationally recommended schemes of work to make sure the content is covered. There is good provision for literacy and for numeracy.
19. There are many additional features that enrich the curriculum. The music programme is supplemented by live performances of classical music; visits by musicians from other cultures, opportunities for those pupils who learn instruments to perform in school and a rich diet of musical appreciation of world music. The physical education scheme is extended by tuition and coaching for many sports after school, and sporting events and competitions with neighbouring schools. The school uses the local cluster of schools to extend the range of visits to locations of learning, visitors to

school, and to widen pupils' opportunities to work with other children and adults. The arts curriculum is extended through an Arts week, led this year by an Indian artist, and contributions from an artist-in-residence, who 'doubles' as a school governor. The provision for design and technology is good, and results in above average standards at 7 and 9 years of age. The history and geography curriculum benefit from the first hand experiences given to pupils as a result of their regular field trips, and the school grounds are used to good effect for science and personal, social, health and citizenship education (PSHCE.) However the provision for pupils to learn the skills of information and communication technology is unsatisfactory.

20. In addition to the very good programme of extra-curricular activities provided by the school, an after-school care club provides many good quality opportunities for pupils. They are able to participate in a wide range of creative and sporting activities, and this provision is highly regarded and appreciated by the parents.
21. The school makes good provision for pupils with special educational needs and for a child with a statement of special educational needs. The school has maintained this good provision since the time of the last inspection. Although the school plans to keep a list of those pupils who are gifted and talented this is not yet in place. Sometimes, work is not always planned closely enough to match the needs of these more able children.
22. The school makes very good provision overall for pupils' spiritual, moral, social and cultural, development and this helps them to become caring members of the community.
23. The good provision for pupils' spiritual development is deeply embedded in every aspect of the school's work. Pupils learn reverence and turn to God regularly during the day. There are times for stillness and reflection. Staff take great care to value pupils' work and this is illustrated in the well-displayed work in corridors and classrooms. The religious education programme followed by all pupils is a very strong vehicle for pupils' spiritual development as pupils think about the things that are most important to them in their lives. The school has a clear collective worship policy and worship is always reverent and helps pupils to focus on a higher being. There are many regular visitors to school assemblies, from a variety of Christian denominations, who share the effects of faith on their lives with the children. From time to time in lessons, pupils marvel at some new aspect of the world. For example, some Year 1 and 2 pupils were stunned by the beauty of stained glass after a visit to the local church, and strove to recreate the windows in the classroom. There are strong links with the local church, which enhances the curriculum through visits and visitors. The reception children learn about the importance of the church in family events through activities such as the vicar performing a wedding and a baptism in the classroom.
24. The school has very good provision for moral development. A hallmark of this small school is the harmonious relationships that exist at every level. The staff know their children well. There is strong mutual respect. The school's code of behaviour is about what children should do rather than 'the don'ts'. For example, in the Year 1 and 2 classroom their 'class rules' state 'the ways we keep our classroom happy'. 'We share with others', 'We listen to others', 'We always do our best'. There is a code of behaviour for the playground. Throughout the school day, all know the rules and staff apply them fairly, quietly, sensitively and consistently. The attitudes, values and behaviour are underpinned by sound policies, and pupils have many opportunities to discuss and examine them in circle time and in School Circle Time. The giving of

certificates rewards acts of kindness and thoughtfulness. The parents value this contribution to their children's upbringing greatly.

25. There is a very good provision for the children's social development. The school encourages children to become responsible citizens through a well conceived programme of personal, social, health and citizenship education (PSHCE.). The pupils learn to fund raise for 'good causes' by having opportunities to organise their own events. The school has twinned with a special school, to mutual benefit. There is a 'Grandparents' Day'. Pupils are given a wide range of responsibilities around school and within their classroom. The oldest children are encouraged to help the youngest through 'buddying' them at playtimes and dinnertime when they enter school until they become more confident and independent. Mindful of their small school, the staff provides the children with a wide range of opportunities to broaden their contacts. The school wins many certificates for its gardening and floral arranging. There are many visits and visitors. The local 'cluster' of schools works closely to provide additional opportunities.
26. Culturally the children are provided with a good range of opportunities to learn from their immediate environment, and about the 'wider picture' of life in multi-cultured Britain. Once the governors' intention of twinning with a city school has been realised the potential will be very good. The children learn to appreciate a wide range of music, through a very good music curriculum and listening to live performances, ranging from classical ensembles to Asian drummers. The local area is used well to support the children's understanding of their heritage.
27. There is good provision for personal, social and health education, and the school has begun to update the curriculum to include citizenship. The school already uses useful strategies such as circle time, assemblies and aspects of science and religious education lessons to teach personal, social and health education.
28. The local community continues to play an active role in the school, for example by helping with the gardens, sports coaching, church festivals and supporting school events. The school also plays a good role in the village, with its 'Grandparents Day', collections for charity and performances. There are good relationships with partner institutions, such as other small schools in the cluster, and the local schools Pyramid. There are close links with the Church of England Middle Schools and this helps the children settle well when they move. These links also help to provide pupils with a wider curriculum, such as musical performances and other cultural visits, and to prepare them for moving on into Year 5.

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

29. Care and welfare of the children at this school are good, and all staff share in this responsibility. Child protection procedures are good. The designated teacher has held this responsibility for many years, and has recently received training in the latest requirements, which have been passed on to all staff members. Arrangements for pupils' health, safety and welfare are good.
30. Regular safety inspections are made by a sub-committee of governors, and the local education authority receives a six-monthly audit and report. The school is well maintained and attractively furnished to help the children settle comfortably to their learning. In the last few months arrangements to make the site safer, by limiting vehicle access, have proved very successful. Pupils' personal development is monitored well, using a national checklist for under-fives, and the school is working on

extending this up to Year 4. The existing system of notebooks to record pupils' personal development is better than is found in many schools. Personal support and guidance, behaviour and anti-bullying procedures are very good, leading to high standards of behaviour by mature pupils. Attendance procedures are good, but the school needs to tighten up on morning punctuality. Unexplained absences are followed up on the first day, and parents are expected to provide written explanations or phone calls for all absences. The school asks parents not to go on holiday in term time, and very few do.

31. Assessment is an area of development for the school. Currently the children's national test results are evaluated and whole school issues are identified. This works well and has increased the children's rate of progress, particularly in mathematics. Analysis of the data showed that the children's Year 2 standards, when compared with their standards as they left reception, indicated some underachievement. This is not the case now.
32. More detailed assessments are less effective. The analysis of how much progress children make during blocks of work or each term is unsatisfactory. There is no analysis of what children need to learn next in order to reach higher National Curriculum levels. As a result, the well above average standards reached by some of the Year 1 and Year 3 children are not taken into account when looking at the long-term expectations for these pupils. The children in Years 2 and 4 make satisfactory and often good progress when their work is compared with their earlier, less successful standards. However, their overall achievement could still be better. They too have the potential to reach well above average standards if the work was as challenging for them as it is for their younger classmates. There are no assessments of their progress to show how it dips in alternate years.
33. Assessment features strongly in the school improvement plan. Those aspects that need to be developed are already accurately identified for improvement. They should become an urgent priority to ensure more balanced progress for the children as they move through the school.

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

34. Parents have very positive views of the school. They feel that the school is well managed, has effective teachers and high expectations, which means that their children make good progress and become mature. They find the school approachable and appreciate the ways in which they are provided with information about their children's progress. Inspectors agree with the parents' views, although in some instances the teaching is not sufficiently personalised to meet the needs of every child, and information and communication technology skills could be better taught. Some parents would like more out-of-school activities, but the existing range is much wider than in most primary schools. Two parents reported that their children do not like school, but inspectors did not see any children who seemed lonely or unhappy. Information for parents, including meetings with teachers three times each year, and the workshops on aspects of the curriculum, are good.
35. The school has made very effective links with parents. The parent teacher association provides valuable support and funds; some parents help in the nursery and in classrooms. Teachers know the children and their families well. Parents support their children's education strongly, in practical terms, such as helping older pupils to do research using the computer at home.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

36. This school is led and managed very well by the headteacher. Some aspects of her leadership are excellent. In particular, she has identified the priorities for development extremely accurately. The school improvement plan shows clearly how these areas will move forward, what the timescale is likely to be and what the result of the improvements will look like. Since the last inspection some of the earlier weaknesses remain. The headteacher began to remedy these when she arrived at the school and the task is partly completed. More work is needed on assessment and to ensure that higher attaining pupils in all year groups are provided with opportunities to excel. All other key concerns identified then have been resolved by the current and previous headteacher.
37. There is no deputy in the school and the headteacher works with the senior teacher to implement change. The school is moving forward rapidly although this has been a busy time as key aspects of school practice and accommodation have been altered. These include a considerable reorganisation of the lobby and office to create a medical room, bursar's office and a confidential base for the headteacher. The recently equipped library was relocated and the Foundation Stage area was redesigned. These changes, while difficult to manage at the time, ensure very good and sensible provision and are a substantial improvement.
38. The headteacher now keeps a close eye on the school's performance. For example, results of the end of reception assessments, over the past few years, showed that the children were losing ground and underachieving in some areas of learning during their reception year. The appointment of a new teacher for this stage has resulted in good provision for the children and their above average standards have been maintained this year. Monitoring and evaluation of the teaching and learning recognised the points needing development in mathematics, for example. These features included lesson planning for mixed age classes, the identification of what the children were to learn in each lesson and marking the work in a way that helped move the children forward. Although marking still needs to be developed, the other aspects of teaching mathematics are in place and the standards have risen.
39. This rigorous style of development is filtering through all aspects of the life of the school and involves all those who work there. It shows a very clear view of how the headteacher expects the school to be in the future. The extremely thorough strategies for improvement have resulted in success in all the areas tackled. All staff appreciate the successful outcomes of their hard work and are motivated to continue. Although there is still work to be done, the effort and commitment of the headteacher and staff have been considerable and hold great promise for the future.
40. All the teachers have responsibility for developing several subjects or aspects of provision. They work hard to put the school system for improvement into place. These initiatives have extremely clear guidance from the headteacher to steer improvements and she has shown by example how to bring about change. In special educational needs, for example, she has ensured that the provision continues to be good. The children are identified early and outside agencies are called in quickly to support the work of the school. The coordinator for English is working hard and beginning to improve standards in writing after this was identified as less successful than other areas of English.
41. The governors are strongly committed to the school and provide good support to the headteacher and staff. They are knowledgeable about the provision, particularly the



way the school works with parents and ensures the children are happy. Some governors work in the school and the chair of governors visits often to show support and find out about the work of the school. The governors' role in monitoring successes and identifying development points is good. This is an improvement since the last inspection. They keep up-to-date with developments through discussions with the headteacher and visits to the school to view developments. They are strongly involved in the work of the school and contribute well to discussions, for example for improvement to the accommodation. They meet all requirements and use their own interests and expertise on behalf of the school. There is, for example, a link governor for the key subjects and aspects such as literacy, numeracy and special needs.

42. Management and control of the school's budget are good. The governors' finance committee monitors spending closely and the school seeks extra funding whenever possible, such as the government initiative to improve accommodation. All the money is used very well. The school is absorbing almost all of its reserves this year to maintain the numbers of support staff. There are good quality resources to teach all subjects and there is a good range of books to support the literacy strategy. The school's resources are managed well.
43. The school bursar gives very good support in the day-to-day running of the school. She has a clear view of the entrance lobby and monitors all who enter and leave the school through the front doors. She uses modern technology effectively to review the budget, provide correspondence and maintain electronic contact with the local authority. The school applies the principles of best value well in seeking the opinion of parents and in ensuring money is spent carefully and successfully. The school compares its performance with others and is working very hard to perform better each year.
44. The school experienced considerable disturbances to the teaching staff two years ago and during the inspection the headteacher was absent due to serious illness. This inevitably affects the work of the school although the very effective work of the other staff reduced problems to a minimum. Support staff make a good contribution to the pupils' learning. New teachers receive clear guidance when they are introduced into the procedures of the school. The accommodation is good. The premises are clean and tidy throughout and are well maintained by the janitor and cleaning staff. The school's attractive site is enhanced by flower beds and floral displays created by the gardening club. This helps engender pride in the school from all who are associated with it.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. These key issues for action are all already identified, along with other developments, in the school improvement plan. These areas are priorities and, in order to maintain and extend the good improvements the school is making, the headteacher, staff and governors should:

- (a) Raise the standards in information and communication technology in all parts of the subject by;
  - ensuring the children practise and retain the skills they learned earlier.
  - developing the skills of data handling more thoroughly and using these skills to support other curriculum subjects.
  - providing the children with more opportunities to use computers to control electronic resources, such as floor robots.(paragraphs 4, 6, 96, 101,)
  
- (b) Increase the progress of the children in Years 2 and 4, particularly the higher attaining children, by planning and providing a more challenging curriculum. (paragraphs 1, 8, 14, 73, 78, 84, )
  
- (c) Extend the assessment strategies to include on-going monitoring and evaluation of what the children are learning and what they need to learn next. (paragraphs 31, 32, 65)
  
- (d) Raise the children's standards in writing across the school by:
  - developing a more carefully structured approach that builds carefully on earlier learning.
  - using detailed group or individual targets that identify why the children are not reaching a higher level and focusing on these in order to move learning forward.(paragraphs 2, 5, 6, 15, 56, 65 )

In addition to the aspects above, the following minor development point should be considered for inclusion in the action plan:

- (e) Develop a register of gifted and talented children and identify means of improving provision for them. (paragraph 21)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	12	4	0	0	0
Percentage	0	11	67	22	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	10	65
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	5.5

#### Unauthorised absence

	%
School data	0

National comparative data	5.4
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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	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	88 (100)	94 (100)	88 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	13	14	13
Percentage of pupils at NC level 2 or above	School	81 (100)	88 (100)	81 (100)
	National	85 (85)	89 (89)	89 (89)

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

Results are only published where there are 10 or more pupils who took National Curriculum tests. In the 2002 Year groups there were fewer than 10 boys or girls, but more than 10 pupils in total.

### Ethnic background of pupils

Categories used in the Annual School Census
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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
54	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	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 – Y4**

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	18.1
Average class size	19

#### **Education support staff: YR – Y4**

Total number of education support staff	2
Total aggregate hours worked per week	23

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	33
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002
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	£
Total income	203245
Total expenditure	226313
Expenditure per pupil	3187
Balance brought forward from previous year	42710
Balance carried forward to next year	19642

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	75
Number of questionnaires returned	41

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	18	5	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	77	21	0	0	3
My child gets the right amount of work to do at home.	44	51	0	0	5
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	74	26	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	82	18	0	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	87	13	0	0	0
The school provides an interesting range of activities outside lessons.	74	18	5	0	3

Percentages are rounded to the nearest integer and may not total 100.



## **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**

46. Provision for children in the nursery and reception class is good as it was at the time of the last inspection. Teaching is good. The class is organised into well-structured learning areas that provides good quality opportunities for both year groups. The children learn from direct teaching activities in their own year groups but work and play together at other times. The wide range of interesting activities offers a very welcoming place where children thoroughly enjoy themselves. The provision for children with special learning needs is good, particularly through adult support and carefully planned activities, and as a result, they make good progress.
47. At the time of the inspection, eight reception children attended full time and there were twenty part-time nursery children. Children are admitted in the September following their third birthday as nursery pupils and the September after their fourth birthday as reception pupils. Over the past two years, when children start in reception, attainment has been above expectations for their age. In previous years attainment has been a mixture of higher than expected and attainment in line with expectations. Because of the good provision, the children achieve satisfactorily during their time in the reception and maintain their above average standards. Almost all of them are likely to exceed the expected learning goals by the time they start in Year 1
48. The quality of teaching is good in all areas of learning. The teacher and nursery nurses have a clear understanding of the learning needs of young children and use their expertise skilfully in providing a wide range of interesting and challenging activities. Basic skills are planned and taught carefully so that children can build on what they have learned previously. Planned activities take full account of the different learning needs of the children and provide a good balance between direct adult support and opportunities for the children to develop independent skills. Work is purposeful and visibly enjoyed by the children. Elements of the National Literacy and Numeracy Strategies are appropriately used.
49. Assessment procedures are satisfactory. Regular observations are made of each child's activities and how well they do. These are matched to the small steps in learning the children make towards achieving the early learning goals. Thoughtful use is made of this information in planning the next steps in learning and any areas that need further work are included in the next weeks' plans.
50. Positive links are established between the school and parents. Parents are provided with good opportunities to visit and find out about the school before their children start in nursery and again when they become reception pupils. The reception handbook provides parents with useful information to help them prepare their children for the transition. Meetings are offered to parents during the year to discuss their children's progress. Annual written reports for parents of children in the reception class provide clear information on what each child has achieved during the year.

51. The indoor accommodation is bright and attractive. It has recently been remodelled to a high standard from two existing classrooms and is spacious and well organised. The outdoor learning area includes a hard play area and a grassy area with equipment to climb and ride on. Resources are of a good quality and are used effectively to promote learning.

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

52. By the end of the reception year, most children are exceeding the Early Learning Goals in this area. Teaching is good. The staff plan and provide many opportunities for the children to learn about themselves, relate to others positively and develop independence as learners. Routines are clear, the children know what is expected of them, and as a result, behaviour is very good and positive relationships flourish. Where any difficulties arise, with children who have special educational needs for example, staff respond consistently and show what is expected. Adults are very positive in what they say and do and so the children find learning stimulating and are eager to take part, with lots of smiles as lesson activities are explained. A significant strength lies in the staff's skills in promoting self-confidence and a positive attitude to learning. As a result, the children are happy and successful learners.

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

53. By the end of the reception year, almost all of children will have achieved or exceeded the expected learning goals in this area, they make steady progress from a high starting point. The children listen attentively to adults in a range of situations. Speaking skills are well developed and children use gradually more complex sentences to communicate. Teaching in this area of learning is good.
54. Many opportunities are provided through class discussions, role-play and small group activities for the children to develop their listening and speaking skills. The staff ensures that activities such as the water play area encourage and extend the use of conversation. A good example was observed where one nursery child, swimming a plastic shark through the water, said to another 'I like dolphins better, they have nicer mouths'. In adult-focused activities a good amount of time is given to allow the children to reflect before they answer a question. They are encouraged to speak in complete sentences and use new vocabulary. The children's talk shows that several have immature pronunciation. They miss sounds or complete syllables from words in their haste to explain. When talking about an imaginary journey one five year old said, 'I saw some seep (sheep) at the ginnin (beginning)'.
55. Reading skills are taught very effectively, particularly in the teaching of basic skills such as using letter sounds to try and build up unknown words. Many nursery children are familiar with how to use books and they know the difference between pictures and text. Some recognise familiar words with adult support. The reception children already read simple sentences from the school's early reading scheme and make effective use of their knowledge of letter sounds to help them tackle simple words. Regular reading activities where small groups work with the staff, ensure that the children build upon their reading skills in carefully planned steps.
56. The children try hard with their writing. Most nursery children attempt their names and often do this accurately. The reception children write letters of the alphabet correctly and all attempt to write short sentences. They can spell simple words and make others up by using their word building skills, For example 'ded' for dad and 'sum' for

some. This shows they are reaching average standards overall. The children take their writing very seriously. One said 'this is the hard bit.' (writing) 'You have to think before you start. Okay then', and he began. The children write for many different purposes but there is little personal writing that shows what they think or imagine. Many of them find writing about past events that need correct sequencing very difficult and this sometimes slows them down. They would, for example, benefit from greater access to examples of new spellings, on their tables so they can see them instantly.

### **Mathematical development**

57. The majority of reception children are already exceeding the expected targets in mathematical development and they make good progress from a high starting point, particularly in number knowledge. Teaching in this area is good and children achieve well. Many nursery children count reliably to five, some to ten and some beyond twenty and they are learning to recognise some of these higher numbers. A good variety of activities are planned and these are matched well to the children's learning needs with many opportunities being taken to promote mathematical development. For example, when the nursery children were learning to recognise numbers to twenty, the nursery nurse used small buckets, each with a number and the children arranged these in the sand. When they were unsure, they were asked what they thought the number was, if no one knew, they were told and similarities to familiar numbers were identified. This worked well and the children were soon able to point to the numbers and say their names. The activity was brief and when the children became restless they were able to play.
58. The reception teacher also ensures that learning is interesting and as a result the children respond very positively. In the lesson observed, three higher attaining children worked alone at their task. They finished this quite quickly and discussed what to do next. Following earlier instructions they began to write and complete their own problems on the reverse of the paper, for example  $11 + \quad = 15$ . The less experienced pupils worked with the teacher, also at a higher than typical level. They showed a good understanding of space, one child arranged cards to represent train carriages and predicted to the observing inspector 'I'm going to make these go right up to your book'. When he was asked if he had enough room he demonstrated both mathematical and social skills by replying 'Yes. I didn't know you could talk'.

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

59. Teaching is effective in helping the children to make sense of the world around them. The reception children are already exceeding the expectations in many aspects of this area of learning. This is because activities are carefully planned to encourage exploration, observation and decision-making. An example of this was observed when the nursery children, working with the nursery nurse, were making sandwiches. The children knew their hands needed to be clean and managed this efficiently. They selected from a good range of jams and talked about their favourites, naming, for example, apricot and strawberry. Using the cutlery provided they spooned and spread butter and jam and tried very hard to cut their sandwich in half. This was good learning and the children improved their use of tools and extended their knowledge. Good opportunities were provided for the children to develop language to describe what they know and understand.
60. The reception children build well on these skills. In creating collages of animals they selected fabrics that matched the colour and furriness of tigers, sheep and cows. When one chose red and yellow stripes for a tiger the teacher referred back to a

picture. 'Is this the right colour?' she asked. The child admitted she should have black and went off to find some. Children in both year groups are developing satisfactory mouse skills as they work at the computer. They click and drag the mouse to change what is happening on the computer screen often without the need for adult support.

### **Physical development**

61. Teaching in this area is good. Most reception children are exceeding the expected learning goals in activities such as handwriting and the use of scissors that require small, precise actions and in wider physical movements such as running and jumping. The children have access to the school hall for a range of physical activities. In the reception physical education lesson observed, good learning occurred as all of the children improved their aiming, rolling, throwing and catching skills. The lesson was full of challenge as the children were expected to throw accurately, for example tossing a ball into a bucket. The provision of skills strategies was a consistent feature of the lesson, such as, 'Where do you need to stand to hit the bucket?' and, 'Use both hands for catching!' In their work outside, the children move with confidence and care. They bicycle and run past each other without collisions and most aim their bikes accurately between towers made of bricks.

### **Creative development**

62. The quality of teaching in this area of learning is good and as a result, most of the older children are already exceeding the standards expected of children by the end of reception. Carefully planned activities ensure a balance between independent learning where children are able to make choices and adult support to promote basic skills. The children make appropriate use of simple computer graphics programs, paint, brushes and collage materials to produce pictures and paintings. They confidently assume roles, when playing in the water, for example they become fish splashing along avoiding the dangerous shark. In the outside area they become petrol station attendants and organise each other into staff and customers.

### **ENGLISH**

63. The children's standards at the end of Key Stage 1 and Year 4 are above average in English. This is an improvement since the time of the last inspection, when attainment was average. The standards in writing at the end of Year 2 are still average overall. The school has identified the need for improvement and has worked steadily throughout the year to achieve this. Generally the children enter the school with above average reading standards and in the past their progress has not always been steady. This year however, the progress of all the children including those with special educational needs has been good. This is because of a more systematic approach to the analysis of the assessments made on entry and exit to reception and in setting higher targets to be attained at the end of Year 2. The school's focus on writing is the correct one and has resulted in changes in planning and closer match of children's work to their prior attainment.
64. Teaching in English is good and sometimes very good. Work is interesting and the school provides good quality resources. Often, the children are given activities that allow them to use their literacy skills in other subjects. For example, in their design and technology lessons the children in Years 3 and 4 have written stories with 'pop-up' features for younger children. In Years 1 and 2 as part of their history work the children wrote simple biographical accounts of famous historical figures such as Captain Scott. Year 4 used ICT to find out about authors. This research was used

very effectively by the class teacher in getting the pupils to present their findings to the rest of the class. A year 3 pupil used the Internet very capably to explore different aspects of the author's life: her childhood, why she wrote in a particular style and her other books. She reported back to the rest of the class that the author had written 'a trilogy'. Do we know what this means? Asked the class teacher. Do we know of any other author who has written a trilogy? Some children volunteered 'Tolkein'. The subject is well led by an enthusiastic co-ordinator. Her regular monitoring of lessons and of work in books has contributed to the raised standards.

65. The children have termly targets. This is good, but more should be done to involve the children in achieving these targets more quickly. Marking is satisfactory overall and occasionally it is good. There are, however, too few occasions when the teacher tells the child precisely how improvements can be made. The school has correctly identified the need to review the marking policy. Pupils with special educational needs achieve well in relation to their abilities. Class work is suitably modified and they receive high quality support from teachers and classroom assistants. Progress could be speeded further if the assistants and the children were more regularly involved in setting the targets in the individual learning plans.
66. Speaking and listening are taught very well and most of the children are articulate speakers and good listeners. In their lesson on humorous verse the children in Years 1 and 2 confidently gave their opinions about the nonsense poem 'The Ning Nang Nong' by Spike Milligan. They are interested in hearing other children's ideas and are already developing into good conversationalists. In Years 3 and 4 the children readily talk about moral issues such as the dilemma experienced by one of the characters in the story 'A Chicken Gave it to Me' by Ann Fine. The teacher posed the question, 'If you found a ring and didn't try to find the owner is that stealing?' Answers were very mature and well argued. All agreed that you must try to find the owner. The teachers are skilful and encourage the children to extend their answers and to justify their opinions. When children appear a little reticent they are encouraged and supported well.
67. Throughout the school the children are developing a love of reading and most are enthusiastic, confident readers. Younger children are developing a good understanding of how letters combine to make the same sounds. For example, they placed words like say, rain and spade into the correct columns headed 'ay', 'ai' and 'a-e'. More able children added more difficult words like played and waves to their lists. In Year 4 children talk confidently about their reading habits; say why they prefer one author to another and show good understanding of what they have read. They talk about the qualities of some characters they like or dislike and are able to suggest alternative endings to stories. When reading aloud they are expressive, respond well to punctuation and enjoy using different voices. The teachers are particularly good when demonstrating reading aloud. Home / school reading diaries are well used and show that parents support their children's reading well at home. Regular courses for parents are held to help them support their children in reading and writing.
68. A recent project for parents has resulted in a small supply of 'Story Sacks' being made. Currently these are being used with reception and nursery children. Each sack contains beautifully made props, which make the telling of the story come alive. The school provides a good range of books including stories, poetry and non-fiction. The children have a good knowledge of how the contents, glossary and index help them in accessing information quickly. Sometimes the children use the computer to support their reading skills. In Years 3 and 4 pupils visited a web site to find the information, which they required about the author they were studying. The reading skills of lower

attaining children and those with special educational needs are given full attention. These children are well supported by carefully structured programmes and good support staff. The library is attractive and well organised. This is an improvement since the time of the previous inspection report.

69. The teachers provide interesting and challenging work to develop the children's skills as writers. For example, in Years 1 and 2 the children wrote their own information books about 'weather sayings', 'my cat' and 'animals'. They adapted known poems like 'Twinkle, Twinkle Little Star' which became 'Twinkle, Twinkle, Little Cat'. The poem form and rhyme was continued accurately. In Year 2 more able children wrote interesting extended sentences, such as 'One day there was a poor fisherman who lived with his grumpy old boring mother'. Children in Year 1 write interesting lists, for example, party food, including carrots and pears. The children in Key Stage 1 are confident when writing. They are uninhibited and will try to spell new words. Their attempts such as lofe, bred, milck are very plausible. The children's strengths are clearly identified but the finer details that show what each child has to learn in order to reach a higher level is not assessed. This means that some children are missing out on higher standards that they could manage. Older children in Years 3 and 4 learn the skills of writing well. They learn, for example, how to consider characterisation in their stories and how to write exciting endings. They have insufficient opportunities to put their skills to work in writing for an extended time. As a result their confidence and assurance in writing at an above average level is restricted. They use the computer to write and their work on 'My Supposing Story' or posters for their 'Bring and Buy Sale' to raise money for the air ambulance are thoughtful. They write epitaphs, for example 'Here lies the body of Frederick Brown, he climbed a mountain and fell back down'. Most of their work is presented well showing the children's good attitude.

## **MATHEMATICS**

70. Since the last inspection, standards have fluctuated but are now at the same above average standard as before for Years 1 to 3. In Year 4 the standards are average, as they were at the time of the last inspection. These children attained below average standards when they left Year 2 but have made up lost ground since then. The test results for this year (2003) indicate that seventy-five per cent of the current Year 2 children have above average standards and very few fall below average. This is a good improvement.
71. The school has managed the improvements to the standards and progress extremely well. The National Numeracy Strategy has been implemented successfully. Teaching and support staff have received effective training and are knowledgeable about the recommendations. Lessons are always planned to focus on what the children need to learn next. The targets for learning are always discussed with them at the beginning and end of the lesson. The co-ordination of the subject is very good. The subject leader (the headteacher) is most effective and has worked very well to improve the standards. For example, she has monitored all of the teaching to see where improvements could be made and has supported staff as they changed their practice in line with recommendations. There is now good teaching throughout the school in almost all lessons. Results of tests are carefully analysed to see how high the standards are and should be. The children's behaviour and attitudes are very good and they are willing learners. Resources for the subject are good.
72. Pupils with special educational needs make good progress in developing their number skills in relation to their abilities. This is because the teachers plan work at the right level for them and they receive good support from the classroom assistants. For

example, in Year 3, the lower attaining group, who were in fact reaching average standards overall, included one or two children who found the task very challenging. These children were halving and quartering numbers such as 16 and 20. The classroom assistant supported the lower attaining children well with questions such as, 'where do we begin?' and 'now you have the half how do you find the quarter?' to help the children learn skills to use in the future. This enabled them to take part fully in the lesson and their self-esteem was raised by the praise and encouragement they received.

73. Pupils' satisfactory and sometimes good achievement is directly linked to the challenging work. All the children in Years 1 and 3 achieve at a faster pace than the older year groups they work with. Teachers encourage the pupils to work hard in order to feel successful and in each class there are good opportunities for the younger children to listen to their older classmates and learn from them. They absorb insights not aimed directly at them and show they are quick and effective learners. These opportunities are not available to the Year 2 and 4 pupils who, never the less, work well and achieve satisfactorily. There are possibilities, in these circumstances, to raise the challenge for the older children and increase their rate of progress. In a good lesson in Year 1 and 2, the children were looking for patterns when counting in twos, threes, fours and fives. One higher attaining Year 1 pupil worked at a more difficult level than the rest of the year group and completed the Year 2 task. This gave her the opportunity to arrange and rearrange the patterns of multiples of four and five. She understood where the next number would fall by looking at the numbers arranged on a hundred square. This was very challenging but successfully completed.
74. Pupils are taught a wide range of calculation strategies and are encouraged to explain how they worked out answers. In a lesson in Year 3 and 4, for example, the teacher was heard to say, "How did you work that out? Tell the rest of the class!" Children replied with confidence 'You half and half again to find a quarter', and ' You add the half and quarter to find three-quarters.' By the time pupils reach the age of seven, they have a good understanding of number skills. They can add and subtract accurately and recognise and name common two-dimensional and three-dimensional shapes such as cube, cylinder and sphere. By the time they are nine they are, for example, adding decimals, rounding numbers up to 5000 and describing the properties of shapes using accurate mathematical terminology.
75. All areas of the mathematics curriculum are taught well and opportunities are given for the pupils to extend their mathematical knowledge while using their mathematics in different situations. ICT is being used appropriately to support the learning in some lessons. Pupils use carefully selected programs to help them develop their mathematical skills. Mathematics is used to support the learning in other areas of the curriculum through arranging information, for example in geography and in careful ordering, counting and measuring in design and technology.

## **SCIENCE**

76. This year the school achieved standards in line with the national expectations for Years 2 and 4. This is a good improvement on the below average standards reported in the previous inspection, and by teacher assessments in 2002. The very good subject leadership has contributed strongly to this improvement. The school has clearly identified in the development plan what it needs to do to achieve higher standards and is part way to achieving these objectives. There is effective monitoring and evaluation of teaching and learning linked to staff training, especially for scientific investigation. The school's plan also identifies the need to match the work more

closely to the ability of the pupils in both key stages, and especially to challenge the most able pupils. This has yet to be implemented.

77. The quality of teaching is sound in all year groups, with some aspects being taught well. For instance, scientific investigation is now taught skilfully, especially in Years 3 and 4. The children have been studying 'the needs of plants'. This has involved them in a series of tests and investigations over several weeks. Does a plant need leaves? Does it need water? Does it need light? Does temperature affect growth? In responding to the teacher's questions the pupils clearly indicated that they understood why fair tests were important. Setting up the current study, of the effects of temperature variation, was causing them some problems. The strength of this lesson was the way the teacher had given the pupils the purpose of the test, and then given them time, in pairs, to plan the investigation for themselves. At the end of the lesson the children fed back their ideas, which were then debated. One group suggested that the temperature in different areas of the room could be measured to see where plants could be placed, but would they receive the same amount of light? Placing a plant in a refrigerator was suggested, but what would happen when the door was closed? The sensible way the pupils worked together and their positive attitudes to problem solving contributed to the pace and effectiveness of this lesson. Practical tests are used effectively to help pupils' conceptual developments in Years 1 and 2, such as using a magnet to test items around the classroom, but they still require more opportunities to set up an investigation for themselves.
78. Lessons are planned for the whole class. Consequently, the work is more challenging for the younger pupils in both classes and often their progress is faster than that of the older children. The work given to the most able pupils does not always challenge them enough and the pupils with special educational needs are not always able to do the work successfully. Whilst pupils' progress is helped by effective intervention in lessons, teachers do not make the most of the way they mark and respond to the children's completed work. There are no written statements that tell the children where they have been successful and what they need to concentrate on next.
79. The resources for science are satisfactory overall, but need to be extended to meet the demands of pupils' independent investigative work. The use of information and communication technology is underdeveloped. The school has a suitable outline to assess what the children have learned but this information is not yet being used effectively to match the work to the needs of the pupils, or to create individual science targets for them. All of this has been recognised already by the headteacher and forms part of the subject's development plan for next year.

## **ART AND DESIGN**

80. Standards are average in Year 2 and Year 4. The children make satisfactory progress. This is the same as at the time of the last inspection. The children cover an appropriately wide and varied curriculum that ensures they attain satisfactory standards with paint, pastels and pencils. They also have opportunities to experience work with textiles and clay. Children with special educational needs work as enthusiastically as others in their class and their work is of a similar standard.
81. The children combine drawing, cutting and painting well and achieve attractive pieces of work. In Years 1 and 2, recent work was linked to ICT. The children used an art program to arrange small, colourful shapes and patterns. Their work revealed above average standards for the Year 1 pupils and average standards for Year 2 as they arranged and designed the patterns and colours carefully. They also worked in textiles



to weave wools as a background for an animal picture. Several children showed care and thought in how they managed the task and in their choice of colours and textures. Children from both year groups showed a good understanding of colour and design. However, the Year 2 children showed greater dexterity and care in managing the task. In Years 3 and 4 the children have developed their practical skills and built on their use of colour. Their work linked to Indian textiles shows a sensitive understanding of the appropriate cultural style and is of a good standard. The work is the same for both year groups and it is hard to recognise the hand of older or younger pupils in the finished task. In children's drawings the Year 4 pupils show an appropriately higher standard in precision, cutting and combining media.

82. The co-ordinator is newly qualified. She has reviewed the curriculum and is getting to know the current strengths and weaknesses. Her own teaching of art and design with the reception children is good. Her management of the subject is developing satisfactorily and she is enthusiastic to take a stronger lead. She has identified appropriate monitoring strategies, such as reviewing planning and discussing standards with the staff, as a means of moving the school forward. The resources for art are satisfactory and include a useful range of posters showing the work of famous artists.

## **DESIGN AND TECHNOLOGY**

83. Standards have improved since the previous inspection. They are now above average by the time the pupils reach the end of Years 2 and 4, and are well above average for the pupils in Years 1 and 3. Standards are high because the teachers have a very good grasp of the requirements of the subject, and the skills of designing and making are taught well throughout the school. The teachers expect the pupils to design and make things well and the children rise to this challenge. The work planned is for the whole class rather than each year group, and is directed at the older children. The younger children often design and make things to the same high standards as the older ones and their achievement is greater. This has implications for the way in which the lessons are planned in the future.
84. All the pupils benefit from the well structured approach that the teachers use. This is based on the nationally recommended guidelines. The infant children are taught how to look closely at real items, such as playground equipment, before they plan their own drawings of what they intend to make. They select appropriate materials, and having made their item, they learn how to consider making improvements. There is good progression in the work. The playground equipment was made from a range of construction kits. By the end of the year they have made puppets and picture frames from a variety of materials, and have used a widening range of techniques. Some pupils' evaluations are quite simple. 'Could you improve your weather Vane?' 'No I couldn't!' Some are more sophisticated. 'Could you improve yours?' 'Yes I could. It was a bit wobbly. At the bottom. I would make it stronger next time.'
85. The very good, and good progress is maintained through Years 3 and 4 and the pupils' skills are developed further. This is through good teaching that includes very good subject knowledge, the adherence to the scheme, high expectations and effective teaching strategies that include monitoring the work in progress. For example, the teacher recognised that some pupils' concentration when drawing accurate plans that included measurements was flagging after some sustained work. That aspect of the work was stopped before standards fell away, and she introduced the opportunity for them to practise and develop the different stitches that they would need to make their money holder. This work was following the same procedures that

they had learned in the previous term when making a lamp. Then, they had researched manufactured torches. They had investigated circuits, switches and bulbs, linked to their work in science. They had carefully drawn the plan for their lights, with annotations, and in the more advanced cases they had included the detail of the switch. These plans were delightfully individualistic. They recorded the materials that they would require and the methods that they would use. Having made their lamp they evaluated it. These show how keen the children are to do well, and be successful. 'It doesn't work very well, so I am disappointed. I really do want to improve it'. Are you pleased with your lights? 'No, not really. I could improve it now. I thought it would be really, really easy then I found it wasn't after all'. Another child said 'it would have worked better if I could find a battery that still worked well!' Several pupils said this. The evaluations are worth reading!

86. All the strands of the subject are covered well. Evidence from the previous year showed that the Year 3 and 4 pupils had invested as much enthusiasm and detail into designing a sandwich for a party, in food technology.
87. The subject is well led, the documentation is clear and helpful, and the resources enable pupils to achieve these high standards. The school is developing an assessment framework, but it is yet to be linked to the National Curriculum levels of attainment.

## **GEOGRAPHY**

88. In both key stages the children attain standards that are average. The majority of the children including, those with special educational needs, have made satisfactory progress. Sometimes, however, the most able children are not sufficiently challenged to reach higher standards. The teachers' planning does not take full enough account of these pupils' needs. Standards have risen since the last inspection when they were found to be below average. The school now makes good provision for geography and the teaching is good. The co-ordinator is knowledgeable and enthusiastic and provides good support for the rest of the staff. The resources to support the teaching of geography are also good. In Key Stage 1 skills are taught systematically. The school has prepared a system of assessment which when implemented has the potential to ensure that the more able children will be targeted for above average standards. This assessment system should be linked to the level descriptors of the National Curriculum to help the teachers monitor the children's rate of progress.
89. Pupils in Year 1 and Year 2 are developing appropriate mapping skills. They are all able to mark their route to school on a printed map and construct a local map showing features like the school and post office. Good attention is given to asking the children's opinions. For example, when looking closely at their own locality a child wrote 'I like the church but I don't like the speed cameras'. On a world map they can colour in the countries that are nearest to the equator and know that the climate in these countries is hot. They have learned how climate affects peoples' lives through comparisons of life in the Caribbean with that of their own. There are good links between history and geography. These develop, for example when the children looked at aerial photographs and pictures of their village 100 years ago.
90. Children in Year 3 and Year 4 have extended these skills appropriately through comparing and contrasting a distant locality in India with their own. They constructed a map of Chembakolli village showing paddy fields and tea and coffee fields. They know that both villages have a school. Tittensor has a church whereas Chembakolli has a temple. They have learned that the jobs people do are different and this enabled

them to write a job description for an elephant handler who must work for 60 hours a week in the forest. When they compared this with work of people in their own locality they realised that whilst some jobs are the same many are very different. The children extended their mapping skills and learned to label a map of India showing the border countries such as China and Pakistan. They searched for key features such as the Himalayas and cities like Delhi and Hyderabad. They have learned to use the atlas well to find the sea to the west of India and the ocean to the south. In their project on 'The News' the children visited a newspaper office. Over a short period of time they collected local, national and international news. They considered the impact of world events such as terrorist attacks realising the effects that humans have on their environments. Projects like this allow the children to successfully pose their own questions and to find answers for themselves.

## HISTORY

91. By the time the children reach the end of Years 2 and 4 their standards are average. This is an improvement since the last inspection when standards were below average at the end of Key Stage 1. Children with special educational needs make satisfactory progress because they are well supported in classes. The majority of other children have also made satisfactory progress, but more able pupils have not made as much progress as they could. The work planned for them is not always at a high enough level.
92. Provision for history is good; it has a very practical curriculum. Children have good opportunities through visits to museums and other historical sites to have a 'hands on' experience. Visitors to the school enhance periods of history, which bring lessons alive for the children. Children in Year 4 have enjoyed their history lessons. They spoke enthusiastically about reconstructing a battle between Celtic tribes; dressing in Tudor costume and eating 'Tudor' food of hard cheese, dry bread and an apple. They remembered enjoying behaving like archaeologists at a recent visit to Staffordshire Pottery museum.
93. Children in Key Stage 1 have learned about the way time passes. Using photographs, they constructed a family tree showing a good understanding of the relationships within their own family. Teaching is always good and the lesson seen in Years 1 and 2 was very good. The teacher taught the lesson in the style of the Victorians. The children experienced the difficulties of writing on a slate with a slate pencil. They giggled each time the pencil squeaked and were 'severely reprimanded' by the teacher. One was asked to wear a dunce's cap. They tried very hard to write using pen and ink and experienced first hand how easy it was to smudge and to make blots. The careful planning by the teacher ensured that the children made very good progress in the lesson. Earlier work in their books shows they know about famous historical figures like Captain Scott, Grace Darling and Christopher Columbus. Through their studies of the war memorial they know of the effects of war on people's lives and why poppies are worn.
94. In Years 3 and 4 pupils have worked hard on their project on Ancient Greece. For their homework throughout the term they completed detailed work on aspects of special interest to them, many using the Internet as a means of research. By looking carefully at Greek pottery they conclude that life was very different to their own. They learned of significant dates in Ancient Greek history such as when the Palace of Knossos was built and where; when the Trojan War was fought and why and when and why the Romans conquered Greece. The children talk confidently about using different

sources for information such as books, Internet, handling artefacts and looking at pictures.

95. The co-ordinator supports the subject satisfactorily. The standards have risen and there is a practical and interesting curriculum. The teachers discuss how the subject is developing and are planning to increase the time allocated to history as a means of improving it further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

96. Standards in information and communication technology (ICT) are uneven and are below those expected for seven-year-olds and nine-year-old in several aspects of the subject. The pupils are given insufficient opportunities to learn and develop the full range of skills, knowledge and understanding in the subject, and the range of applications is too limited. Consequently they make unsatisfactory progress. Standards have not risen since the previous inspection. The teaching of ICT is not given time in class timetables, and the teachers struggle to manage the teaching of the skills, knowledge and understanding under the present arrangements. The teaching is satisfactory and sometimes good in those areas that are taught thoroughly.
97. All of this is fully acknowledged in the school's development plan. A well thought-out plan identifies this as the school's main priority for 2003 and lays out clearly the developments that will take place during next year to remedy the problems. The headteacher is the co-ordinator for the subject and she has made a very clear evaluation of the current situation and identified precise and appropriate plans to resolve the concern.
98. The school already has strengths in ICT that will provide a firm foundation for these planned developments. For instance, in the Foundation Stage the pupils are confident users of computers and are developing good mouse and keyboard skills. The work produced by the pupils in Key Stage 1, using an art package, is delightful, vibrant and precise. Each pupil has drawn a picture of a person. These show remarkable dexterity and attention to detail. A pupil whose performance in other areas of the curriculum is below average has drawn one of the most striking pictures, of a lady in high heels. Pupils with special educational needs achieve well in those areas of study that are undertaken.
99. In Key Stage 2, Year 4 pupils have combined some 'fancy' fonts and clip-art art images to produce posters for a book sale that they held for a charity fund-raising event. These are laid out well and are attractive, and illustrate well the use of ICT to communicate for a specific purpose. These pupils are also learning to use ICT for researching information. Currently groups of pupils are using literacy websites to find out information about specific authors. The Year 3 and Year 4 pupils are also using ICT to support their learning in music. They are using a CD-ROM on 'Musical Instruments' to find out about Indian instruments, related to a geographical study on India, and as a follow up to a recent visit to school by a musician. Using ICT to support learning in other subjects, and the use of cross-curricular links to give a real context and purpose to learning, is a developing strength of the school.
100. Some pupils are very accomplished users of ICT. A Year 4 boy is using a 'compose' program to write his own music, which he then listens to and edits, before he prints out his composition to take home to play on his keyboard. He selects notes, places them on the stave, uses an electronic metronome, and tries out his composition

through a variety of electronic instruments with great confidence. With the extraordinary capabilities of some pupils, and all the pupils' interests and insights, the achievement in the subject has great potential.

101. There are however, shortcomings that need to be resolved. For example, the Year 3 and 4 pupils know the potential for using e-mail, as they have used it successfully in the past, but the infrequent use of this application has led to most pupils forgetting what they knew. Data handling is given insufficient attention. Opportunities for 'developing ideas and making things happen', like using a toy robot, are under represented. All of which has been recognised in the school's development plans for the subject.
102. Generally, the resources for this subject are satisfactory but some more appropriate software needs to be obtained. The school has rightly identified that the policy, scheme of work and other advice to teachers need to be up-dated.

## MUSIC

103. The standards throughout the school are above average. This is an improvement since the last inspection when they were average. The teaching of music is good and the co-ordinator and the children are very enthusiastic about the subject. The co-ordinator supports the subject well. Children of all abilities are well challenged. All the pupils including those with special educational needs make good progress because the teacher ensures that they are able to take part fully. A newly introduced system of assessment is in place, which is beginning to contribute to the raised standards. The co-ordinator teaches both key stages and, as a talented pianist, has a very good knowledge of the subject. When accompanying the children's singing during assemblies her playing enhanced the quality of their voices as they gave a rousing performance of 'Shine Jesus Shine'.
104. The children enjoy listening to different types of music during their lessons as well as during daily assemblies. Those who are learning to play instruments such as violin and recorder are taught well and reach above average standards. Opportunities are provided for these children to perform on their own or as part of a small group. All the children are used to playing in concerts and taking part in church services and music festivals.
105. The quality of singing throughout the school is good and sometimes very good. The children tackle complicated songs with confidence. They are careful to pronounce every word correctly and have a very good sense of rhythm. In their music lesson older children combined voices and inserted clapped rhythms. One child played a repeated pattern on a recorder. The effect was an impressive layering of sound. The children have a good sense of performance and respond to the conductor accurately.
106. In Year 1, children learn to compose a sound story, for example of the life cycle of a butterfly. They are able to suggest suitable instruments to reflect the spinning of the cocoon and the caterpillar munching a leaf. In Year 2, the children compose music to be played in four parts and representing the natural elements, such as a storm. The children show a good awareness of which instrument will provide the precise sound, for example a triangle to reflect gentle rain. In Year 3, the children have learned to consider how different music affects them. For example, when listening to 'Mars' from the 'Planets' by Holst they said the music made them think of marching or a building falling down. Good links are made in Year 4 with the I.C.T. curriculum. The children

use the computer to compose their music. They also use C.D. Rom to find out the names of different instruments of the orchestra. When listening to Indian music as part of their 'Arts Week' they described six different Indian instruments and showed how each is played. For example, they know that the tabla is hit and the sarangi is played with a bow. The children regularly record their performances and have learned how to evaluate their work making mature suggestions about how they can improve.

## **PHYSICAL EDUCATION**

107. Standards in games are at the level expected for seven-year-olds, and the pupils make sound progress. No lessons were seen in Years 3 and 4.
108. Pupils work hard in the lessons and their behaviour is very good, because they are offered appropriately challenging tasks. They are energetic, concentrate well, and listen to and follow instructions carefully. They behave sensibly and are aware of what others around them are doing. In a Year 1 and 2 lesson, the pupils were challenged to develop tennis skills. The teacher provided good quality racquets, she demonstrated well and encouraged the children to hit strongly. They all tried hard and some hit accurately and vigorously. One or two found the task beyond them and a lack of direct coaching meant they made insufficient progress during the lesson.
109. The quality of teaching in the lesson seen was satisfactory. The teacher has good knowledge of the subject and the children were introduced appropriately to a new skill and took part enthusiastically. Insufficient emphasis is placed on evaluating performance in order to extend it and raise standards. In the lesson, pupils with special educational needs were fully included in the activities. They received careful support and made steady progress.
110. The co-ordinator leads and manages the subject appropriately. The staff have developed a satisfactory scheme of work for gymnastics and games that combines the national recommendations with their own priorities for the children. This helps when planning lessons and ensures that pupils are able to build on previous learning. Resources are of good quality. They provide pupils with quality equipment that is stored well and is easily accessible. Extra-curricular opportunities also support the subject well. Those pupils who choose to pay for extra tuition have good coaching in several sports. These include golf and during the inspection children were seen reaching high standards in this sport.