

## INSPECTION REPORT

### **Cranleigh Court Infants' School**

Yate

LEA area : South Gloucestershire

Unique Reference Number : 109059

School Inspection Number: 188814

Headteacher : Miss A Higgs

Reporting inspector : Mr. Peter Brock  
17969

Dates of inspection : 18<sup>th</sup> October, 1999

Under OFSTED contract number: 706938

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant School
Type of control :	County
Age range of pupils :	3 to 7
Gender of pupils :	Mixed
School address :	Cranleigh Court Road Yate South Gloucestershire BS37 5DP
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Appropriate authority :	Governing Body
Name of chair of governors :	Mrs Ann Reed
Date of previous inspection :	June, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Geraldine Osment, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Chris Bolton, Team Inspector	English Design and technology History Geography	The curriculum and assessment Staffing, accommodation and learning resources The efficiency of the school
Rami Arora, Team Inspector	Mathematics Art Religious education Under fives Special educational needs	Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well.

- Children make good progress in English, mathematics, science, physical education and music;
- Children with special educational needs make good progress;
- It helps children succeed with their personal development. Their relationships with others are excellent;
- Teachers encourage good attitudes to learning. Children achieve a very good standard of behaviour;
- The quality of teaching is good throughout the school;
- Provision for children's moral development is good and very good for their social development;
- Provision for the support, welfare and guidance of children is good;
- The school has a good partnership with parents and the community;
- The leadership and management of the school is strong;
- Teachers make very good use of the skills of support staff;
- The school is efficiently run and its financial planning is good.

### Where the school has weaknesses

- I. Attainment in religious education is below the level expected for pupils of this age. In information technology, it is well below expected levels;
- II. Higher attaining pupils are not extended sufficiently in science;
- III. Subject leaders do not monitor all subjects as well as it is done in English;
- IV. Methods of assessment are not as good in other subjects as they are in English and mathematics;
- V. The school does not place sufficient emphasis on the development of children's knowledge and understanding of the multi-cultural aspects of their society;
- VI. The governors do not meet all statutory requirements in the annual report to parents or in the teaching of information technology and religious education.

**Although the weaknesses are relatively minor compared with what the school does well, they are important and they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

Since the last inspection the school has made satisfactory progress overall. It has succeeded in raising the attainment and progress in English by improving the teaching of reading and by increasing the quality and range of books available to children. It has made some improvements in attainment and progress in design and technology by ensuring that all of the work required by the National Curriculum is covered. However, it has not improved attainment and progress in information technology by ensuring that all aspects of the National Curriculum are covered or by making sure that all children are set demanding tasks in this subject. The school has been successful in improving the teaching more generally by evaluating its strengths and weaknesses and by building on the best work. It is beginning to strengthen the roles of teachers in charge of some subjects of the curriculum like English and some aspects of science. The school is in a good position to improve further because of the quality of leadership provided by the headteacher in particular and because she is firmly supported by the governing body, teachers and support staff.

## Standards in subjects

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
Reading	D	E	
Writing	C	D	
Mathematics	D	D	

Current standards at the end of Key Stage 1 are average in English, mathematics and science but standards in information technology and religious education are below the level expected by the time children leave the school. The work seen in other subjects of the curriculum is at a level expected for children of this age except for music where it is higher. By the time they are five, children's standards in English and mathematics are below average according to the school's baseline assessment.

The information shown in the above chart gives a deceptively low impression of standards. This is because it is based on the 1999 group of seven year old children which had a higher proportion of children with special educational needs in it than the average for this school. This information shows that, in the 1999 national tests for seven year olds, the school is achieving national average standards in writing but not in reading and mathematics and that it is well below average compared with the achievements of pupils in similar schools in reading and below average in writing and mathematics.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years
English	Good	Good
Mathematics	Good	Good
Science		Good
Information technology		Unsatisfactory
Religious education		Unsatisfactory
Other subjects	Satisfactory	Satisfactory

The quality of teaching is good overall. Teaching was satisfactory or better in 98 per cent of lessons seen. In 65% it was good or better and in four per cent it was very good. Teaching was unsatisfactory in two per cent of lessons. There are examples of good teaching in every class. Where teaching is good, teachers expect children to work hard and behave well. Teachers plan carefully and organise their time and resources effectively. On the very few occasions when teaching was unsatisfactory, the main reason was because teachers were not clear about what they expected children to learn by the end of the lesson.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Children's ability to co-operate with each other develops rapidly as they move through the school and their behaviour is very good.
Attendance	Both attendance and punctuality are satisfactory. Children, who take family holidays during term time, interrupt their progress in school.
Ethos*	This is very good. It reflects the secure and firm relationships that exist between most children and all staff and the high level of commitment of staff to the well being and development of all pupils.
Leadership and management	The school has a good management team that makes full use of the strengths of its individual members. The headteacher is a good leader and the governing body is active and supportive within the school.
Curriculum	The quality of both the curriculum and assessment used is satisfactory overall but there are weaknesses in planning for information technology and religious education. Assessment is good in English and mathematics but not so well developed in other subjects of the curriculum.
Pupils with special educational needs	Provision in this area is good as is the progress that lower attaining children make. Higher attaining children are not set sufficiently high targets to achieve in science.
Spiritual, moral, social & cultural development	Children receive balanced guidance for their spiritual development. Provision for their moral development is good and very good for the growth of their social skills. However, provision for their cultural development is not wide enough. It does not give them sufficient knowledge about today's multicultural society.
Staffing, resources and accommodation	All areas are satisfactory overall. Support staff are a valuable asset to the school and very good use is made of their particular skills. Training in the use of computers and a range of examples that represent multicultural aspects of our society are two areas that are not developed.
Value for money	The school provides good value for money. The level of attainment, progress of children, attitudes to work and the quality of teaching contribute to this judgement.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VII. The positive, happy, supportive atmosphere;</p> <p>VIII. The good standard of behaviour of children;</p> <p>IX. The way parents are encouraged to take part;</p> <p>X. They feel that reading has improved.</p> <p>XI. The positive effect the school has on their children;</p> <p>XII. The standards of work their children achieve;</p> <p>XIII. They can approach the school with questions or problems to do with their children.</p>	<p>XIV. Concern over the job sharing in Year 1;</p> <p>XV. Variation in information offered by teachers;</p> <p>XVI. Some classes have more homework than</p> <p>XVII. Homework could be more targeted to</p>

The inspection team agrees with the positive views of parents. The team considers that none of the aspects listed under 'What some parents are not happy about' are not significant and, therefore, they do not require any further action.

## KEY ISSUES FOR ACTION

**In order to further raise standards, the governors, headteacher and staff with management responsibilities should:**

1. Raise the standards in information technology by ensuring that:
  - all teachers receive training to improve their own expertise;
  - a greater emphasis is placed on planning to ensure that information technology is directly taught and supports subjects of the curriculum;
  - regular monitoring and evaluation of the effectiveness of pupils' progress and attainment in information technology is undertaken by the senior management team and governors. (*Paragraphs 10, 12, 13, 14, 16, 29, 38, 64, 70, 73, 75, 77, 78, 81, 92, 106, 109, 122, 123, 124, 127, 138 and 152*)
  
1. Raise the standards in religious education by the end of Key Stage 1 by ensuring that the Agreed Syllabus is taught in sufficient detail. (*Paragraphs 12, 14, 64, 77, 129, 130 and 132.*)
  
2. Improve the progress of higher attaining pupils in science by ensuring that work set by teachers extends their learning in line with their ability. (*Paragraphs 31, 38 and 120.*)
  
1. Continue to improve the quality of the curriculum and assessment by:
  - increasing the effectiveness of co-ordinators on the teaching of subjects of the curriculum by developing their monitoring role to the same level as that achieved in English;
  - enhancing the quality of assessment by ensuring that the effective approach used in English and mathematics is developed to the same level in other subjects of the curriculum. (*Paragraphs 44, 46, 47, 64, 67, 80, 112, 122, 132, 137, 141, 144 and 147.*)
  
1. Improve the cultural development of pupils by ensuring that the level of knowledge and understanding of the multi-cultural aspects of their society equals the quality of that reached of their own culture. (*Paragraphs 48 and 52.*)
  
1. Ensure that statutory requirements are met in:
  - the annual report to parents regarding progress since the last inspection and sufficient information on the school's policy for special educational needs ;
  - coverage of the national curriculum for information technology and the local syllabus for religious education. (*Paragraphs 40, 59 and 66.*)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs *13, 16, 21, 26, 27, 30, 49, 63, 70, 73, 87, 90, 92, 94, 97, 109, 114, 134, 135 and 149.*)

## INTRODUCTION

### Characteristics of the school

1. Cranleigh Court Infants School is located in Yate and shares a pleasant site with an adjacent Junior School. It was opened in 1976 and is now in the middle of an expanding area of private and council housing. Most of the children come from this area with a wide variety of experiences and from many different backgrounds. The school is housed in one main building with seven classrooms arranged around a central patio area. Other rooms include a library, special needs room, hall, kitchen and the usual administrative offices. The nursery is separate from the main building and has its own reception area and playground. The school grounds suffer from vandalism and various external improvements have been repeatedly destroyed.
  2. There are 176 children on roll – 79 boys and 97 girls. Sixty-four children were under five at the time of the inspection. There is an equivalent of 26 full time children in the nursery unit – 31 boys and 21 girls.
  3. Information from the base line assessments shows that attainment of the under fives on entry to the reception classes is well below average. Forty-five children are on the special needs register. Five of these have a Statement of Special Educational Need. One or two children come from minority ethnic groups where English is an additional language, which is similar to most schools. About 98 per cent of children come from a white United Kingdom heritage background. Other ethnic backgrounds include Black-Other.
  4. The percentage of parents with higher education is below the national average. The take up of free school meals is approximately 11 per cent, which is below average. South Gloucestershire Council recognises that this part of Yate is an area of disadvantage and seeks additional financial support from the DfEE to support parents.
  5. Since the last inspection in June 1996, there have been many changes of staff mainly as a result of maternity leave. The present headteacher has been in post for seven years and was the deputy headteacher prior to 1992. The school is aware of the need to build on its previous successes and aims to ensure that:
    - Children will reach their full potential through an appropriate and enriched curriculum with a strong emphasis on the basic skills.
    - Children will develop a positive attitude towards learning and take a pride in their achievements.
    - Children will be polite and self-disciplined. They will learn to be co-operative and show respect and consideration towards others and their environment.
    - Parents will be encouraged to support their children's education through a positive partnership with the school.
1. Some of the areas identified by the school for improvement through to the year 2000 are to:
    - Continue to raise standards of achievement in literacy;
    - Successfully implement the numeracy strategy;
    - Develop the use of information technology across the curriculum;
    - Develop the roles of the co-ordinators.

## 1. Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	27	21	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	23	24
	Girls	15	17	19
	Total	26	40	43
Percentage at NC Level 2 or above	School	76(67)	83(75)	88(79)
	National	82(80)	83(81)	87(85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21	25	22
	Girls	15	19	16
	Total	36	44	38
Percentage at NC Level 2 or above	School	75(78)	81(92)	92(78)
	National	82(80))	80(84)	86(85)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

**Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	4
Satisfactory or better	98
Less than satisfactory	2

## **7. PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

2. The school's baseline assessments show that children span the full range of attainment. However, the majority of children are well below average on entry to full time education. Most children are below the level expected of a typical five year old in personal and social development, reading, writing, number work, creative and physical development and knowledge and understanding of the world. However, during their time in the nursery and reception classes, they make satisfactory progress in mathematics and creative learning and good progress in personal and social development, language and literacy, knowledge and understanding of the world and physical education.
3. By the end of Key Stage 1, the standard of attainment is average overall in the core subjects of English, mathematics and science. These results show a clear improvement on the teacher assessment and test results for 1998 when results were well below compared with similar schools. The 1999 results reflect this rise in the level of achievement. There are four reasons for the improvement in the results. The first is the continued emphasis on the development of the literacy hour. The second is the new emphasis on the numeracy hour that is indicated by the 1999 mathematics results in particular. The third is the variation in the numbers of pupils with special educational needs in the different year groups and the fourth, and most important, is present quality of teaching within the school.
4. Pupils' attainment in information technology is well below the level expected for pupils of this age by the time that they leave the school. Their attainment in religious education is below that expected by the newly revised locally agreed syllabus.
5. Trends in attainment since the previous inspection have been positive with a dip in the 1998 tests as a direct result of the number of pupils with special educational needs in this year group. Attainment in reading, writing and mathematics has improved steadily between 1996 and 1999.
6. Pupils' knowledge, understanding and use of information technology has deteriorated since the last inspection when it was judged to be below the level expected nationally for pupils of this age. There are four main reasons for this. The first is the unsatisfactory level of teachers' confidence and skills in the use of computers. The second is the lack of regular direct teaching of this subject. The third is the absence of regular use of computers by pupils of all abilities and the fourth is the lack of a focus in planning to ensure that information technology is developed across the other subjects of the curriculum to support learning. Their attainment in religious education has decreased since the last inspection because insufficient direct teaching of the subject occurs and because there is a lack of emphasis on the teaching of multi-cultural aspects of the syllabus. The school sets realistic targets for improvement. These are appropriate for the level of ability of all pupils.
7. Progress throughout the under-fives is good overall. It is satisfactory in the nursery and good in the reception classes. Children develop confidence, knowledge and independence through a variety of learning situations and they form positive and respectful relationships with each other. They learn to listen attentively and speak with increasing confidence and begin to master the elementary steps of learning to read and write. Children learn to count and begin to compare objects according to their size and shape although their

mathematical knowledge is limited. They make good progress with their understanding of the main parts of the body but their skills on the computer are under-developed. However, they do make good progress with their physical development as they develop confidence with their hand and eye co-ordination. They explore colour, texture, shape and form in their creative work and use a range of materials to create and construct.

8. In Key Stage 1, progress is good in English, mathematics, science, physical education and music, poor in information technology, unsatisfactory in religious education and satisfactory in all other subjects of the curriculum.
9. In English, pupils make good progress in self-confidence in speaking and listening and in their ability to express opinions about their favourite stories and poems. In reading, they build up a good stock of basic words and begin to read fluently. They enjoy their reading and start to use basic research skills to find out new information. Pupils begin to write in simple and interesting sentences. They use full stops and capital letters in their work, spell simple words accurately and usually form their letter shapes correctly.
10. In mathematics, pupils make good progress in their ability to learn new concepts and apply new knowledge to their work. They add and subtract numbers with increasing confidence and begin to recognise simple patterns as they investigate problems in their mathematics. They learn how to classify two and three-dimensional shapes and know how to measure length, time and weight in simple ways. They are not so good at recording and interpreting information. Neither do they make sufficient use of information technology to help them with their work.
11. In science, pupils develop a clear understanding of the differences between plants, animals and non-living things and recognise some of the basic needs of all living things. They increase their knowledge and understanding of materials and their properties and know how to sort materials according to their texture and use. Pupils experiment with simple electrical circuits and develop an understanding of how electricity works and of how it is used in their daily lives. They learn to respond positively to suggestions about the way in which they carry out their investigations and know how to draw and record the results of their experiments in simple form.
12. Appropriate emphasis is placed upon the development of pupils' literacy and numeracy skills across the curriculum. At other times, as in registration periods, valuable work is done to support the development of both literacy and numeracy. Teachers expect pupils to add and subtract and to respond to questions relating to attendance and meals registers.
13. Pupils with special educational needs, and those with English as an additional language, make good progress because the classroom support is good and well organised and teachers work closely with those with special needs. Individual education plans set realistic targets for improvement and the one to one and small group support is effective in consolidating learning. This is a strength of the school. There are no significant differences in attainments of boys and girls.

### **Attitudes, behaviour and personal development**

1. In the nursery the personal development of children under five is satisfactory and in the reception classes it is good. As the result of a good induction procedure, children quickly become used to the school's routines and feel secure and confident. They are well motivated, listen carefully, follow instructions and willingly respond to questions. They learn to take responsibility for the resources they use and to take turns. Children behave well at all times and show consideration and respect for property and for each other.

2. In Key Stage 1, the personal development of pupils is good. Pupils are encouraged to demonstrate self-discipline and this begins in reception, where personal and social development are sensitively integrated into the curriculum. In assemblies and circle time, pupils are encouraged to reflect on their own lives and, through physical education lessons, they learn a sense of fair play and the importance of following rules. Pupils respond well to opportunities provided for them to take responsibility in the life of the school. For example, Year 2 pupils look after younger children at lunchtimes and return them to their classrooms after assemblies. However, pupils have limited opportunities to develop independent learning skills by using their own initiative. Examples are seen in mathematics where pupils' skills in collecting, recording and interpreting data are infrequent.
3. Pupils' attitudes to learning are good. Social skills are well developed and incorporate an understanding of the difference between right and wrong. Older pupils begin to work comfortably with each other in pairs, small and sometimes larger groups and with the skilful strategies of teachers, usually show concentration and a perseverance in their work. Pupils with special educational needs are also positive in their attitudes towards school. They show pleasure in what they do and are helpful to each other.
4. The school is an orderly community and movement in and around the school is well managed by staff. The overall standard of behaviour is very good and all staff have high expectations of pupils' behaviour. Pupils are courteous, friendly and welcoming to visitors and they enjoy talking about their work. The behaviour of pupils and their attitudes to learning contribute positively to the progress they make throughout the school.
5. Relationships are excellent. Pupils trust adults in the school with confidence and are secure in the knowledge that they are highly valued as individuals. They treat their own property and that of the school with care. Pupils of all ages play well together and learn to look after each other. Pupils demonstrate an understanding and acceptance of those with special educational needs and they respect the values, feelings and beliefs of others. No incidences of bullying or racial abuse were observed during the inspection and there have not been any exclusions during the past year.
6. The school contributes soundly to the life of the local community. It has links with St. Mary's church and makes use of places of interest including Bristol Zoo and Bristol Harbour. Pupils collect money for charities as with the Kosovo Appeal and the Bristol Children's Hospital. Harvest gifts are donated to senior citizens in the nearby Elderly Persons Homes. All of these opportunities extend the social situations in which the pupils are placed and this helps their personal development. These standards are similar to those achieved during the last inspection.

### **Attendance**

7. At 94 percent, attendance is satisfactory. The rate of unauthorised absence is in line with the national average. Records of attendance and the reporting of attendance comply with legal requirements. The headteacher, class teachers, administrative staff and the Educational Welfare Officer monitor attendance and any unexplained lateness or absence is followed up. Registration periods are brisk and, as a consequence, lessons start punctually. The school has concerns that a number of pupils are taken on family holidays during term time, which interrupts learning. There were no exclusions during the past year.

### **26. QUALITY OF EDUCATION PROVIDED**

## Teaching

8. The quality of teaching is good overall. Teaching was satisfactory or better in 98 per cent of lessons seen. In 69 percent, it was good or better and in four per cent it was very good. Teaching was unsatisfactory in two per cent of lessons. A particular strength of the teaching in all classes is the quiet and pleasant way in which teachers talk to and work with pupils.
9. The quality of teaching for the under-fives in the nursery and reception classes is good overall. Where teaching is good, as in the reception classes, teachers plan effectively with clear intentions identified to match tasks to their own expectations and children's levels of functioning and skill. Staff in both nursery and reception classes work effectively as a team and provide firm support for each other.
10. In Key Stage 1, most teachers' knowledge and understanding of the Programmes of Study for the National Curriculum subjects is good. The exception is the teaching of information technology. Here, the lack of teachers' confidence, knowledge and understanding of computer skills and general knowledge of how to ensure that the subject supports other subjects of the curriculum, detracts from the progress that pupils make. All teachers are secure in their teaching of the numeracy and literacy aspects of the curriculum. Most have an appropriate command of the technical aspects of their subjects. Good examples are seen in a Year Two science lesson where the teacher uses scientific names automatically to develop the concept of electrical circuits, and in a Year One music lesson where subject specific words are used regularly to enhance the quality of pupils' learning.
11. Teachers' expectations of pupils' work habits and general behaviour in lessons are good overall but higher in Key Stage 1 and the reception classes than in the nursery. In all classes, teachers expect pupils to work hard and to concentrate on their tasks in lessons. This enhances the quantity and quality of the work achieved. Examples of high standards of expectation are seen in a mathematics lesson in Year Two and in work with the under-fives in reception. Pupils are expected to concentrate and respond immediately to requests and questions.
12. Teachers plan their work effectively for all subjects except information technology and religious education. In these two subjects, insufficient emphasis is placed on the direct teaching of subject material to ensure that pupils make steady progress. Where planning is particularly effective in supporting good teaching, as in a Year Two English lesson, teachers make clear to pupils what they expect them to learn by the end of the lesson. This approach has a positive effect on the amount of progress made. Most teachers plan work appropriately for pupils of different abilities. However, planning for science in particular, rarely identifies work to be achieved by higher attaining pupils. As a result, the pace of their learning is reduced.
13. All teachers organise their classes well. They use a mixture of teaching approaches that include whole class, group and individual teaching. When teachers give clear and direct information to pupils, the rate of their progress is enhanced because they get on with the task and improve the pace of their work. Most teachers use effective questioning techniques to ensure that pupils understand what is being taught. Work in the nursery on science and on history in a Year One class are good examples of this. All teachers use their voices to good effect. They speak to pupils in pleasant and conversational tones that encourage pupils to listen carefully to what is being said. Where teachers ensure that pupils have opportunities to share their views, as in a music lesson in a reception class, this encourages the development of pupils' self-confidence and the growth of their listening and speaking skills. This is particularly important for many pupils in this school.

14. Teachers' management of pupils is successful throughout the school. Where it is good, as in a reception class, teachers create a secure working atmosphere. They are firm but fair in their dealings with pupils. They listen carefully to what pupils have to say and respond to their comments in a positive and encouraging manner. When teachers have set the work for the lesson, they move around the groups of pupils guiding and prompting them with their work. They deal with individual queries and problems that pupils have in a direct and positive way that makes pupils feel that they are doing well. They often teach with a sense of humour as in a literacy lesson in a Year One class and this ensures that pupils listen carefully and respond with pleasure to their lessons.
15. Teachers make appropriate use of both time and resources overall. Where the pace of lessons is fast, this aspect of good teaching encourages the development of pupils' interest and concentration and this has a positive impact on the quality of their learning. Teachers make very good use of general assistants in their classes and ensure that they are totally involved in the work of pupils.
16. The quality of teachers' daily assessment of pupils' work is satisfactory. They make positive and constructive comments to pupils during lessons that help them to increase their learning. Marking of work is particularly good when teachers make written comments that indicate to pupils how they may improve the quality of their work. The quality of teachers' recorded assessment is variable. Where assessment is of positive value, as with the reading records in a Year One class, teachers make effective use of information to support their teaching. Teachers set homework appropriately and ensure that the amount and level given takes account of individual pupils' abilities.
17. Teachers and special educational needs assistants provide good support for pupils with special educational needs and for pupils for whom English is an additional language. They work together effectively and know their pupils well. They ensure that pupils develop their subject knowledge and understanding effectively and make good progress within a caring environment.
18. Teachers are receptive to pupils' individual needs. They ensure that boys and girls mix well in lessons. They treat pupils fairly and this develops the principles of tolerance and respect effectively. They celebrate the work of pupils of all attainments through displays, demonstrations and the reward system.
19. The quality of teaching overall has improved since the last inspection. The main areas of improvement have been in the quality of the teaching of reading and the general pace of lessons. Teachers have continued to maintain a high level of expectation of what pupils can do and of how they should behave and this remains a strength of the school. However, they have not succeeded in addressing the weaknesses in their teaching of information technology or in extending higher attaining pupils in science.

### **The curriculum and assessment**

20. The overall quality of the curriculum and assessment is satisfactory. The curriculum for children under five is broad and balanced, complies with national expectations, makes a significant contribution to their development and helps to prepare them successfully for the National Curriculum. Planning for all areas of learning is satisfactory. Procedures for assessing children's progress are satisfactory and teachers build consistently on what has been achieved to enable children to progress to the next stage of their learning.
21. All the subjects of the National Curriculum are taught in Key Stage 1, including religious education and personal and social development that includes sex education. However, statutory

requirements for information technology are not met, because complete coverage of the programmes of study is lacking. Information technology was identified as a weakness in the last report and this still remains an issue. The requirements of the Local Education Authority's Agreed Syllabus for religious education are not fully implemented, because of the limited time devoted to this subject and standards have declined since the last inspection.

22. Increased time spent on literacy and numeracy limits the time available for other subjects of the curriculum. However, apart from religious education and information technology, the curriculum is sufficiently broad and balanced to promote the intellectual, physical and personal development of all pupils including those with special educational needs. The school has allocated an appropriate amount of time each day to the teaching of literacy and numeracy. This allocated time is used well to promote these skills throughout the school and has a positive impact on standards. The effectiveness of the school's strategy for promoting literacy is good.
23. Pupils of all ages, gender, abilities and background, including those with special educational needs, have equal access to the curriculum.
24. The requirements of the Code of Practice for pupils with special educational needs are fully implemented. Pupils on the special needs register are supported effectively. Their Individual Education Plans identify specific targets for improvement. These are implemented well and reviewed at appropriate intervals. Pupils receive effective support from their teachers and from additional adult help in particular.
25. The overall quality of teachers' planning was good at the time of the last inspection. This is still the case. Improvements have been made in the planning of design and technology that was a weakness in the last report. Planning for information technology remains less well developed and is not developed well across other subjects. In science, planning for the under-fives in reception in particular does not match the quality of that achieved in Key Stage 1. Teachers plan thoroughly in the long-term to ensure skills and knowledge progressively build up as pupils move through the school. Medium term plans are detailed and have a positive effect on pupils' standards of achievement and progress. There are useful daily plans, particularly in English and mathematics, in which teachers identify the different needs of particular groups of pupils. This is an improvement since the last inspection, which found that higher attaining pupils were not sufficiently challenged by the tasks set. Planning by teachers and general assistants working together is impressive and ensures consistent learning experiences for the pupils.
26. Although there are no extra-curricular activities, planned visits to places of interest, such as Slimbridge, Gloucester Docks and Bristol Zoo enrich the curriculum and support the work of the school. These link with areas of study and provide relevant and first-hand experiences which raise levels of understanding. Good use is made of visitors such as authors and musicians. Pupils are prepared well for the next stage of their education and there are close links with the junior school.
27. There have been improvements in procedures for assessment since the last inspection. Assessment is now good in English and mathematics but less so in science and the foundation subjects where there is still no consistent form of assessment. Teachers use baseline assessments effectively when children enter the reception classes. They make sound use of National Curriculum assessment tests and published tests to monitor pupils' progress and set targets for improvement. Pupils' work is reviewed regularly and samples included in pupils' portfolios to record progress. A clear marking policy is in place and there are many good examples of teachers' marking where comments are constructive and give

pupils points for improvement.

28. Appropriate opportunities are built into planning to allow teachers to assess what they need to alter or develop in the next step of their teaching in English and mathematics but these are not well developed in other subjects. However, teachers do use an effective level of questioning in lessons to check understanding before they move onto the next stage of pupils' learning

### **Pupils' spiritual, moral, social and cultural development**

1. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory and makes a significant contribution to learning by establishing a very supportive ethos within the school. The school has maintained the strengths highlighted in the last inspection on spiritual, moral and social aspects. However, pupils' cultural awareness is less well developed.
2. The provision for spiritual development is satisfactory. Music, art and some lessons in religious education effectively support the development of pupils' spiritual awareness, but this is not sufficiently extended to other curriculum areas. Assemblies are used positively to promote a sense of community and shared values. They provide a good setting for pupils to reflect on their own lives and those of others. Stories and talks in assemblies are interesting, and pupils are given suitable opportunities for a spiritual thought or prayer. Collective worship offers opportunities for reflection that relate to pupils' own experiences such as, sharing, perseverance and a sense of achievement. The school fulfils its legal obligation to provide a daily act of collective worship.
3. Good provision is made for pupils' moral development. The school is strongly committed to encouraging care and respect for others and teachers ensure that all pupils are valued. It effectively teaches the differences between right and wrong and most children have a good understanding of what is inappropriate behaviour. The school actively promotes positive values and the pupils respond constructively, enjoying their work and showing care for the school. Moral values are well taught through stories, songs and discussions. A number of fund-raising activities for various charities raise pupils' awareness of moral issues. Both teaching and support staff provides good role models. They encourage children to relate well to each other and to behave courteously.
4. Very good provision is made for pupils' social development through daily life, planned opportunities for them to work co-operatively, the personal and social programme such as 'circle-time' and local educational visits. The school has a secure environment in which pupils feel cared for. The quality of relationships between adults and pupils and between pupils themselves is excellent and a strength of the school. Children under five settle quickly into school life and are encouraged to become independent and confident. When provided with appropriate opportunities, most pupils carry out responsibilities with confidence, such as looking after younger pupils and preparing the hall for assemblies and lunch times.
5. The provision for pupils' cultural development is unsatisfactory. Opportunities are provided for pupils to enhance their understanding of their own cultural heritage, such as the celebrations of Christian festivals. They learn about European cultures, as with their work on the Italian during their annual country study week and their lessons from the Italian assistant at Key Stage 1. Pupils' cultural interests and achievements are brought to the attention of the wider school community in assemblies. However, the school does not effectively prepare its pupils to live in the present multicultural society. Although it does have good French and Italian links, pupils' knowledge and understanding of other

non-European cultures is not developed. The religious education programme makes insufficient contribution to the support of pupils' cultural understanding of festivals and celebrations of other religions. The school lacks good multicultural artefacts. Pupils have limited opportunity to visit different places of worship and listen to visitors from other faiths in order to improve knowledge of their own culture as well as faiths other than Christianity. As a result pupils' appreciation of the richness of art, dance, music and literature of other cultures is limited.

### **Support, guidance and pupils' welfare**

6. The provision for pupils' support, welfare and guidance is a strength of the school. There is good identification and monitoring of pupils with special educational needs. The special needs co-ordinator has established a clear procedure, which is understood and followed closely by all teachers. Outside agencies from health, education and social services work closely with the special needs co-ordinator to meet the individual needs of each pupil as appropriate. Behaviour issues as well as learning difficulties are included in Individual Education Plans and pupils usually respond well to the school's sensible approach. Teachers make sure they know their pupils well and keep good records of pupils' progress in English and mathematics but less so in science and the foundation subjects. Personal profiles are regularly updated and these give a good picture of pupils' personal development. Where record keeping is good, this makes a valuable contribution to standards of attainment and progress.
7. Attendance is effectively monitored by the headteacher, class teachers, and the school secretary and supported by the Educational Welfare Officer. There are very good procedures for encouraging good behaviour. Relationships between pupils and between pupils and adults are excellent. The school Behaviour and Discipline Policy is followed consistently by all staff and rewards and sanctions are successful in creating an orderly community. Good behaviour and effort are rewarded through praise and in the weekly Effort Service and pupils work is displayed on the 'Let's Celebrate' board. Parents value the support and care provided for their children by the school.
8. Staff have carefully planned an induction programme to help the youngest children settle into the reception class quickly and happily. Nursery children are invited to spend time in the reception class. Transfer arrangements with the junior school are planned to help Year 2 pupils make as smooth a transition as possible. The headteacher from the junior school makes occasional visits to read stories to pupils and they spend a morning in their new school in the summer term.
9. The headteacher is the named person for child protection issues and has received training for this. There are suitable arrangements for first aid and other medical support. These are well known by the pupils and staff. Guidance provided in relation to drugs, health and sex education is delivered through the science curriculum with the support of the school nurse. There is an appropriate Health and Safety policy and other policies to support practice across the school.

## **Partnership with parents and the community**

10. The school's partnership with parents and the community is good. In response to the pre-inspection questionnaire, nearly all parents feel they are encouraged to be involved in the life of the school and would find it easy to approach the school with questions or problems. Parents are invited to Christmas and Harvest Festival services, book fairs and sports afternoons. The school does not have a formal parent teacher association but there are parents who are willing to organise fund raising events that are well supported by families.
11. The quality of information provided for parents is good. The school uses a number of appropriate ways to pass information to parents about the progress their children are making. There are three formal parent/teacher consultations each year and the headteacher and teachers are willing to meet parents at other times. Annual reports to parents are written in a consistent style. They cover what children know and can do and provide parents with some information on what their children need to do to improve their performance in each subject. Parents of pupils with special educational needs are kept well informed and the majority attend meetings to discuss the progress made with their individual education plans. Parents of pupils with statements of educational need are notified of annual reviews and all parents attend these.
12. Regular newsletters keep parents up to date with the day-to-day life of the school and, together with the prospectus, provide information on the curriculum and topics to be covered. Reading workshops are held annually for small groups of parents and the governors' annual report to the parents meeting is well attended and speakers are invited to talk to parents on relevant issues. The annual governors' report to parents does not include a statement on progress in implementing the action plan drawn up following an inspection or sufficient information on the policy for special educational needs.
13. The involvement of parents with their children's learning is good. Throughout the school, homework set is appropriate and is having a positive impact on standards of literacy. This includes letter and word solving games for younger pupils and reading work for older pupils. Other tasks are sent home for holiday times and parents are given guidance on developing basic skills in reading and on games and activities to enjoy with their children to promote numeracy. The guidance that school gives to parents on homework is effective and this is an improvement since the last inspection. The help that some parents give to their children with homework is an asset to the school.
14. The school has satisfactory links with the local and wider community. Theatre groups, an author, the South Gloucestershire children's librarian and musicians visit the school. The school has close relationships with Brimsham Green secondary school and a local special school and welcomes their students on work experience. This variety of visitors and the visits that the pupils make help to broaden their learning and understanding of the world.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

15. The leadership and management of the school are good overall. The headteacher has a broad vision of how the school is going to progress and her development of a strong team of teachers is a strength. She provides a caring leadership, which ensures that pupils and staff are happy to come to school. She has a kind and positive relationship with pupils, demonstrates a deep concern for their welfare and is strongly supported by the great

majority of parents.

16. The headteacher is supported by a capable deputy who has, unfortunately, been absent from school for a period of time as a result of illness. She was absent at the time of the inspection and it is clear that this has placed extra duties on the headteacher. If this absence is prolonged, the governing body is aware of the need to find of a solution in the near future if the high quality of management is to be maintained.
17. However, the headteacher is ably supported by a strong team of co-ordinators who are having considerable success in developing English and mathematics in particular. The co-ordinator for science has been particularly active in developing her own expertise and is making a positive contribution to the teaching of science. The management of information technology and religious education has not been successful in ensuring that the quality of planning and teaching of these subjects is sufficient to ensure that satisfactory standards are met. The role of co-ordinators in other subjects of the curriculum remains under-developed as, for example, in physical education where monitoring of a consistent scheme of work and of a system for assessing pupils' attainment has not yet been developed. .
18. The provision for pupils with special educational needs is good, as is the progress they make. The special educational needs co-ordinator is currently absent due to illness and her responsibilities are being successfully monitored by the headteacher. The governor responsible for special educational needs, who has recently resigned, has been active in the school and worked closely with the special needs co-ordinator. Appropriate records are kept of pupils' individual progress, and the scope and the focus of the Individual Educational Plans are sensible and well targeted. The school's policy and practice follow the recommendations of the national Code of Practice for special educational needs.
19. The governing body is led by an able and experienced chairwoman and supports the headteacher in a positive way. It meets twice per term and various sub-committees meet more frequently as appropriate. These include curriculum, finance and property and health and safety committees. The governing body is active within the school and has recently developed class links and responsibilities for individual governors. They are fully aware of what is going on in the school and involve teaching staff in their meetings. Teachers are encouraged to set tasks for governors to achieve when they visit classes. Each governor has a responsibility for a particular class. Teachers also report back to governors on their own areas of expertise. The governing body is a good team. It has policies in place that meet statutory requirements in most areas but do not meet the full requirements in its annual report to parents. The report does not include a statement on the progress made since the last inspection and the information on the policy for special educational needs provides insufficient information on aspects of implementation and assessment.
20. Support, monitoring and evaluation of teaching and the curriculum development are satisfactory overall including the use of the literacy hour. The headteacher is involved in the classrooms and knows what is happening in each area. She supports her colleagues and helps them to build on good practice and to remedy weaknesses. The monitoring of English and mathematics is strongest and effective but is less well developed in other subjects of the curriculum.
21. The school has clear aims and values that are reflected in its work. These are understood by staff and supported by parents. The school development plan is a useful document with relevant priorities. It identifies areas for improvement and sets appropriate targets. The plan has a suitable section in place for identifying how the progress of various targets is to be reviewed and evaluated. Initially it is developed by the headteacher and staff. It then goes to the curriculum committee for further discussion and

comment before reaching the full governing body for final consideration and agreement. The school's ethos is very good and reflects the secure and firm relationship that exist between pupils and staff and which provides equality of opportunity for all pupils.

22. Since the last inspection, the school has made satisfactory progress with improvements in some of the areas of concern but it has not made sufficient progress in others. It has succeeded in raising the attainment and progress in English by improving the teaching of reading and the provision of books.
23. It has made some improvement in attainment and progress in design and technology by ensuring that all of the work required by the National Curriculum is covered. However, it has not improved attainment and progress in information technology because it has not ensured that all of the work

required by the National Curriculum is covered. Neither has it ensured that children are set demanding tasks in this subject.

24. The school has successfully improved teaching more generally by evaluating its strengths and weaknesses and by building on the best work. It is beginning to strengthen the role of the teachers in charge of some subjects of the curriculum as in English and some aspects of science.

25. The headteacher and chairwoman of governors have a good understanding of what needs to be done for the school to improve. Teachers have a clear picture of where they are with their plans and of where they want to be. They are working towards firm ideas of how they are going to get there. The school has management strategies and systems in place that will enable it to work towards its goals. The school complies with statutory requirements except for the teaching of information technology and religious education and two aspects of the governors' annual report to parents.

## 72. **Staffing, accommodation and learning resources**

1. The quality of staffing, accommodation and learning resources is satisfactory overall. The school is staffed by teachers who are all suitably qualified to teach the areas of learning for under-fives and the relevant sections of the National Curriculum and religious education for pupils in Key Stage 1. Teachers have sufficient knowledge and expertise to meet the requirements of the National Curriculum in all subjects, except information technology, where teachers' expertise has not been developed. All staff work hard and show a high level of commitment to the school. There are sound procedures in place for the induction of new staff. Mentor support for new staff has been limited due to the unavoidable absence of the deputy head teacher. However, all teachers work effectively as a team in which expertise is shared. Teachers support one another well.

2. Support staff are very experienced and the school makes very good use of their skills. They are involved in the planning of the lessons to which they contribute and support pupils' learning effectively. Administrative staff support the management of the school well, and lunch time supervisory staff work together as a team to provide good support for pupils during an important part of the school day.

3. The school carries out the South Gloucestershire policy on teacher appraisal appropriately and the head teacher is fully aware of the professional development needs of the staff. She holds regular termly meetings with individual staff to set targets that meet both individual and school needs. There has been good training for the literacy hour and training for the current numeracy hour is well in hand. Training for information technology has not happened but is planned to happen shortly. Regular staff meetings and planning meetings are held to enhance staff development and increase expertise in order to raise pupils' standards of attainment.

4. There were small classrooms and pressure on accommodation at the time of the last inspection and this has not changed. The size of these rooms makes it difficult for pupils to work comfortably in practical lessons such as art and design and technology. The caretaker works well with her staff to ensure the buildings are kept clean, bright and fresh. There are good, spacious and well kept outside play areas.

5. The overall quality and range of resources to support and enhance teaching and pupils' learning across the curriculum is satisfactory. Several improvements have taken place since the last inspection, most notably the increase in book provision, which is now good. Books are well displayed and accessible. Resources in English are good and used well to support the literacy hour. Resources in mathematics, science, music, art, geography, history and

physical education are sufficient to meet the demands of these subjects. Those for information technology are sufficient but underused by teachers and pupils. Resources for religious education are unsatisfactory because the school has very few multicultural artefacts to support the teaching of the agreed syllabus. The library is categorised appropriately and there is a good range of fiction and non-fiction books. It was underused during the inspection week, but pupils are familiar with the systems and can find the books or information they need. The school uses outside visits well to enrich the curriculum.

### **The efficiency of the school**

6. The efficiency of the school is good overall. Financial planning is good and linked appropriately to the school's development plan. Improvements have been made to the financial management of the school since the last report that found limitations in the costing of future developments and in targeting weaknesses in the school. The head teacher and governors budget systematically and spending is generally now well targeted to priorities which have been set nationally or identified by governors and staff, the notable exception being the use of information technology. Appropriate financial implications are now indicated in the school's development plan. Financial planning is based on good current data and governors receive regular reports on the financial situation. They monitor the effectiveness of spending decisions through an analysis of pupils' educational achievements and needs.
7. The governors have an active finance committee that advises on the budgetary implications of all major decision making. Specific grants including special educational needs funding are managed effectively. The chair of this committee is well informed and remains in close and regular contact with the school. He works hard to present a high profile of the financial implications of running a school to parents. He actively communicates with community and local businesses in order to improve fund raising to support the school's priorities. The school's finance assistant is efficient and supports the head teacher and governors effectively through her work and the quality of information she produces.
8. Teaching staff are deployed effectively. Learning support assistants are very well deployed according to the needs of pupils. This has a positive impact on pupils' progress. The school has only partially addressed the issue raised in the last inspection report to strengthen the role of the teachers in charge of subjects of the curriculum. With the exception of English and mathematics, where the subject co-ordinators have reviewed the implementation of the National Strategies, the co-ordinators do not carry out monitoring duties efficiently. This is mainly due to pressures on their time. Teaching staff have classes to run and there is little opportunity for release time to carry out management functions, which reduces their effectiveness.
9. The accommodation, although cramped for the numbers of pupils in the school, is very well used. Staff work very hard to develop a well-organised and attractive school environment. With the exception of information technology, resources are used efficiently and effectively.
10. The recommendations of the last auditor's report three years ago have been acted upon. The school's private funds are administered properly and correctly audited. Effective management systems are in place to ensure that funds, orders and payments are handled efficiently.
11. The school has a high level of income per pupil compared with schools nationally, The overall educational standards achieved by the time the pupils leave school are average and pupils make good progress from a well below average start when they enter the nursery. The quality

of education provided is consistently good. In terms of the educational standards achieved, and the quality of education provided with particular reference to teaching, the school provides good value for money. This is better than the value achieved at the last inspection.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

12. The school has a 26 place full time equivalent nursery for 3 and 4 year-olds. Children enter the reception classes as four year olds at the start of autumn term each year. At the time of inspection, almost all children in the three reception classes were under five and following a satisfactory range of learning experiences within the nationally recommended areas of learning. These are broadly incorporated into the national curriculum programme of study.
13. Children's attainment on entry to the nursery is well below the national average. The majority of children have limited skills in the areas of personal and social, language and literacy, mathematics and knowledge and understanding of the world. Most children have very limited skills of small movement like using scissors or of large movement like climbing. The overall attainment of the under fives in all areas of learning, is below that found nationally by the time they are five. Most children show satisfactory progress in all areas of learning over their time in nursery. The overall progress of children in reception classes is good. Children with special educational needs receive good support to enhance their progress in both nursery and reception classes.
14. The quality of teaching of the under fives is good overall. Where teaching is good, as in the reception classes, teachers plan effectively to make sure that tasks set match their expectations of children's levels of functioning and skill. Staff in both nursery and reception classes work effectively as a team and provide firm support for each other.
15. Children's progress in personal and social development is good overall. In the nursery, they make satisfactory progress as they gain in confidence and learn to co-operate, share and take turns. A few children are very noisy at work and during class discussions. Reception children work both as part of a group and independently. They learn to use their initiative in solving problems and make good progress. Most children develop confidence, knowledge and independence through a variety of learning situations. They enjoy first-hand experiences and purposeful play. They are attentive and eager to learn. Children behave well at all times and show consideration and respect for property and each other. They form positive and respectful relationships. Most children participate enthusiastically in teacher-led and self-initiated activities. The quality of teaching is good overall. Teachers share appropriate expectations of work and behaviour. The learning areas are always well prepared and organised with a good range of interesting activities. Where teaching is satisfactory, as in the nursery, the specific objectives for development are not always clear. Teachers in both the nursery and reception classes manage children skilfully and keep them purposefully occupied. Children's play and responses are supported and extended sensitively.
16. Children in the nursery make satisfactory progress with the development of their language and literacy skills. Most children's listening and speaking skills are limited. Reception children listen attentively and generally respond well to stories and songs and make good progress. They receive adequate opportunities such as daily discussion times to talk about their experiences and begin to speak increasingly confidently and clearly with a growing vocabulary. Children in the nursery enjoy imaginative play and one to one conversations with adults. Many older children gain satisfactory hand control in writing. A few write their own names unaided. They draw and paint with increasing control and some produce strings of letter type shapes. Children in reception classes regularly participate in a range of opportunities structured to develop and practise early developmental writing skills. Good progress is made when adults work in small groups

or on a one to one basis to provide opportunities for direct eye contact and individual attention. Children handle books carefully and know how these are organised. They regularly listen to stories and behave like readers, but with the exception of a very few older children in reception, most do not yet associate sounds with words and letters.

17. The quality of teaching is satisfactory in the nursery where story sessions are well planned although the content does not always relate directly to what the teacher expects the children to learn. Teaching is good in the reception classes. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words especially in the reception classes. Literacy lessons successfully promote the development of early reading, writing and spelling skills. Children show knowledge of the sequence of events in the story and use the key words confidently. The assessment procedures and the recording of the children's day to day progress is satisfactory. Teachers consistently build on what has already been achieved.
18. Children's progress in the mathematical area of learning is satisfactory overall. Most children can match, sort and count using every day objects. Children in reception classes make good progress in lessons. Some count to ten, with a satisfactory grasp of 'one to one' when counting. Opportunities to include practical activities to understand and recognise numbers are well planned, for example, the number rhymes such as Ten Little Ducks. A few recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. A few older children describe objects by position, shape, size, colour and quantity. They begin to use mathematical phrases of comparisons such as, bigger, smaller and middle size, as part of the story of the Three Little Bears. This is evident in their use of large and small construction equipment and in their work with jigsaws. However, the majority of children do not recognise number symbols by the time they are five. There are sufficient opportunities for children, particularly older children in the reception classes, to try to write number symbols correctly. Most children demonstrate limited knowledge and understanding of how to solve simple problems involving addition and subtraction, Their mathematical vocabulary is limited. They are uncertain about phrases like 'add one more or take one more away, how many altogether and how many left' for example.
19. Teaching is good in the reception classes. Teachers are effective in their guidance and involvement in children's activities and use timely assessment opportunities to monitor the progress of individual children. Children are adequately challenged and helped to move forward through appropriate interventions in both nursery and reception classes. Teachers plan suitable activities to consolidate the correct use of language involved. They also use number rhymes and songs to enhance learning.
20. In the area of knowledge and understanding of the world, the quality of teaching is good in both the nursery and the reception classes. Children in the nursery have useful opportunities to apply their senses, to carefully look at some items of food and talk about taste and make good progress. They freely explore with sand, water and play-dough, but cannot yet explain clearly what they are doing. There are limited opportunities for children to explore with everyday objects of interest as well as to select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building. The outside provision in the nursery is not used effectively to promote children's knowledge through activities such as, digging or planting flowers in order to support their understanding of the idea of growth. A few older children talk interestingly about their own experiences. Children in the reception classes make good progress as, for example, when they successfully learn to name the main parts of the body and explain their functions. Most under-fives demonstrate unsatisfactory development of computer skills expected for their age.

21. There is effective adult involvement in children's activities and encouragement to explore new ideas. The science element of this area is suitably emphasised in reception classes. Teachers make effective use of the local environment to help children with their understanding of what happens around them. However, nature displays to stimulate learning are limited. Teachers and other adults respond positively to pupils' responses and provide appropriate explanations in reply to the questions children ask.
22. The overall progress in the physical development of all the under-fives is good. Nursery children develop confidence and co-ordination in the use of large play equipment such as bikes. However, their body control and awareness of space is rather limited. In the nursery, the spacious outside provision and the available outdoor resources are not used sufficiently well to give children practice in developing their small and large skills of movement. Activities are not planned progressively to provide experience with skills such as running, riding, throwing and catching, balancing, climbing and jumping. Reception children do not have access to the appropriate outdoor equipment and this restricts the range of their experiences. They use malleable materials with appropriate tools, and demonstrate reasonable hand and eye co-ordination as in their making of a wall for Humpty Dumpty or making little pots out of clay. Older under-fives develop confidence in the use of different joining materials and tools such as, scissors, glue, and tape for developing hand control and manipulative skills. All children have regular opportunities for singing songs and playing singing games. Children in the reception classes demonstrate developing recognition of percussion instruments such as bells and shakers and the sounds made by these. Teaching is satisfactory overall in physical education. Teachers generally provide calm and sensitive support and show a good understanding of how young children learn. Teaching is unsatisfactory in the nursery when there are no structured programmes for daily outdoor activities. This limits the progress children make in developing specific physical skills. The outdoor provision to help children develop their ability to control themselves when they use large and small toys is limited for both nursery and reception children under five.
23. The quality of teaching of the creative aspects of pupils' learning is good in the reception classes and satisfactory in the nursery. Although most children show satisfactory progress in all areas of creative learning, their fine skills of control are not yet well developed. Children have opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage and use construction toys to make models. They sing and clap rhythms and express enjoyment of these activities. They explore sound and depict ideas and feelings through using percussion instruments, especially in the reception classes. Children are encouraged to experiment with paint and use their observations and imagination to create pleasing results.
24. Planning for under-fives' curriculum is currently based on the nationally recommended areas of learning, leading to the Desirable Outcomes by the age of five. The programme of work in place is effectively based on the advancement of children's skills, knowledge and understanding related to the key areas of learning and future National Curriculum work. Teachers' planning on long, medium and short-term basis is systematically linked to the required programme for the under fives children.
25. The indoor resources for the under-fives are sufficient and accessible. These are well organised and used effectively for all areas of learning. The nursery classroom is spacious but not organised sufficiently imaginatively into logically defined and visually attractive areas with stimulating and interactive displays to enhance children's learning.

## **ENGLISH, MATHEMATICS AND SCIENCE**

## English

26. Attainment in English is average overall by the end of Key Stage 1. Standards in English have improved since the last inspection in 1996 which found them to be significantly below the national average, especially in reading. Results in the National Curriculum tests in 1998 were well below average attainment by the time pupils leave the school. Results were very low compared to similar schools. In part, these results reflect the high numbers of pupils with special educational needs. However, inspection evidence shows a significant improvement in standards, moving from well below average when children enter the school to average at the end of Key Stage 1. This is supported by the 1999 test results. The National Literacy Strategy is clearly making a significant impact on standards. Realistic targets have been set by the school to improve standards, together with effective procedures for tracking and monitoring progress of individuals and groups of pupils as they move through the school. The indicators are that improvements will continue to support pupils' progress well in the future.
27. By the end of Key Stage 1, most pupils achieve average standards in speaking and listening. They listen attentively to their teachers, to one another, and they follow instructions. They listen to stories with real enjoyment. Pupils ask and answer questions appropriately in discussion and
- show their work confidently at the end of lessons. They speak audibly and clearly when asked to re-tell a story, such as Red Riding Hood, in front of their classmates.
1. All pupils, including those with special educational needs, make good progress in speaking and listening. In Year 1, pupils show an increasing ability to concentrate and take turns in contributing to discussions. In Year 2, pupils develop confidence in expressing opinions about their favourite stories and poems.
  2. Pupils' attainments in reading are average at the end of Key Stage 1. Many read simple texts with reasonable confidence. They learn letter sounds and use these effectively when trying to tackle new and unfamiliar words. Pupils begin to show preferences for different types of books and enjoy discussing the characters in the books they read.
  3. Pupils make good progress with the development of their reading skills. Year 1 pupils build on previously learned skills to tackle simple words with increasing confidence and accuracy. They build up a good sight vocabulary and they enjoy reading. Most take books home regularly to practise their reading. In Year 2, they develop fluency and basic research skills such as using the contents and index pages to find out information.
  4. Attainment in writing is average by the age of seven. Pupils understand the importance of organising their work so that it follows a sequence and many write in clear sentences. Pupils make regular use of full stops and capital letters. They apply their knowledge of word patterns and letter sounds to improve their spelling and spell commonly used words correctly. Handwriting is not always joined but is usually well formed and well presented. Pupils use words to good effect, as in their poems about autumn.
  5. Pupils of all abilities make good progress in writing throughout the school. In Year 1, pupils compose simple and interesting sentences. They start to write for a range of purposes. Many pupils develop their ability to produce more sustained pieces of writing, for example, when recording their trip to the Docks. Handwriting, spelling and punctuation develop well. In Year 2, pupils learn to analyse aspects of poetry that provide a sound structure for their developing skills such as rhyming words in "The Robins' Song".

6. Pupils' response to their work is good. They respond sensibly to instructions and apply themselves well to activities. They enjoy the shared books they read together during the literacy hour. They co-operate well in whole-class and small group work. Consideration is shown for others' ideas during discussions.
7. The quality of teaching is good overall. The development of the literacy hour is effective because of the emphasis on direct whole class teaching that leads to the good progress made. Teachers have a secure knowledge of English and use this well to promote effective learning particularly in the teaching of reading. Pupils are expected to concentrate in lessons and this has a positive effect on the quality of work produced. Teachers plan lessons carefully and build upon what the pupils already know and understand. Effective questioning techniques are a feature of the best lessons and they are used well to check pupils' understanding, provide further information and clarify ideas. The brisk pace to most lessons ensures that time is used effectively. Good use is made of a good range of resources to support lessons. This is a significant improvement since the last inspection, which found resources to be limited. General assistants are deployed very well to support pupils. "Word banks" and simple dictionaries are used appropriately to encourage pupils to become independent writers. Teachers manage pupils well; they treat them with respect and value their contributions. However, insufficient use is made of information technology to support the development of pupils' writing and investigative skills in this subject.
8. Teachers make good use of planning and assessment. Long term plans show clearly how skills build up as pupils move through the school. Half-termly plans are detailed. The useful daily plans indicate activities appropriate to the range of ability within the classes. Teachers assess pupils' work positively, through discussions with individuals, constructive use of marking, and regular reviews of work. Good use is made of national tests and school tests to identify pupils who need to be challenged further or who require extra support. Targets are then set for them and shared with the pupils. Teachers are successful in their use of The "Jolly Phonic" scheme to raise the standards of pupils and this has made a positive impact on the differences in attainment between boys and girls. Literacy is used well to support other subjects as, for example, with the introduction of new scientific words in science lessons.

### **Mathematics**

9. Attainment in mathematics is average by the end of Key Stage 1. It is similar to the standard achieved at the last inspection. The inspection findings reflect the results of 1999 national assessments by the end of Key Stage 1. These results show a significant improvement over National Curriculum tests for 1998 when the percentage of pupils attaining the average level was well below the national average and well below the average in comparison to schools with pupils from similar backgrounds. The improvement in standards is mainly due to the greater emphasis given to work on investigative and problem solving activities and to the improved match of work provided for the needs of higher attaining pupils. The successful introduction of the National Numeracy Strategy with its emphasis on mental skills has also had a great impact on overall standards in mathematics. Pupils' improved skills in numeracy make a positive contribution to their attainment and progress in other subjects as well.
10. By the time pupils leave the school, they count sets of objects accurately and solve simple problems. They recall addition and subtraction facts to 10 and beyond with confidence. Some pupils recognise simple relationships and patterns and identify halves and quarters in numbers and shapes. Most pupils show an awareness of place value and arrange

numbers to 100 with developing understanding. They begin to recognise and use coins appropriately and apply knowledge of numbers in practical situations such as shopping. Most pupils are secure, confident and speedy in their mental calculations. They use satisfactory problem solving skills when working with everyday real life situations, and recognise such sequences as odd and even numbers. Many pupils confidently discuss and explain strategies in problem-solving tasks. Pupils know how to classify two and three-dimensional shapes by their properties. They confidently measure length, time and weight in non-standard units. However, pupils' skills in collecting, recording and interpreting data are less well developed overall and they make insufficient use of information technology to assist them with their learning.

11. Pupils make good progress throughout the school. They experience a range of mathematical activities and emphasis is placed on application of knowledge and rapid acquisition of numeracy skills. Pupils with special educational needs make equally good progress. Their progress accelerates where tasks are closely matched to individual stages of development and learning proceeds in progressive, manageable steps. Most pupils learn new concepts competently and consolidate and apply previous knowledge. Pupils in the reception classes learn to match and sort objects, explore numbers and count groups of objects accurately. Year 1 pupils fill in missing numbers accurately on a number line. They develop investigative skills in measurement of length through direct comparisons using straws of different lengths. Year 2 pupils learn to use the 100 square grid increasingly accurately to show how to apply their knowledge of multiples of 10. They choose appropriate methods for dealing with addition and subtraction problems and demonstrate developing confidence as they explain their work and record it with understanding.
12. Pupils' attitudes in mathematics are good. They persevere and approach the tasks with considerable interest and enjoyment, particularly when they are provided with challenges based on real life situations. Most adopt good work habits and collaborate well in pairs and groups. Presentation of work is generally good. Most pupils apply themselves well to their task and are willing to ask questions and communicate what they have learnt. Relationships are good and promote effective learning.
13. The quality of teaching is good overall. Teachers have a good knowledge of the subject and appropriate expectations of work and behaviour. They use suitable teaching methods and effective organisational strategies. Where teaching is best, teachers ensure that lessons move at a brisk pace as in a Year 2 lesson. In such lessons, teachers are clear about what they want pupils to learn and the tasks set are well matched to provide pupils with challenges. Their teaching approaches include effective exposition, good quality discussion and opportunities for consolidation and practical work. Teachers' day assessment of pupils' work is purposeful and marking of pupils' work is generally positive and completed regularly. However, it does not always identify what the problem is for the pupil and so does not make clear what has to be done to improve. Teachers use assessment to guide future planning of pupils' work, and effectively relate this to the levels in the National Curriculum. A suitable amount of homework is set to extend what is learnt in school and this helps to consolidate pupils' understanding.

## **Science**

14. Attainment in science is average. This is an improvement on the 1998 and 1999 teacher assessments of pupils in this key stage and is a direct result of the quality of teaching. There has been a clear gain in progress since the last inspection when science was slightly below average.
15. Although pupils of all abilities make good progress overall, higher attaining pupils make less because

teachers do not make sufficient differentiation for higher attaining pupils in their planning. This detracts from the level of progress that these pupils make. In the reception classes, pupils begin to explore and recognise simple features of living things from the natural environment. They know about some of the differences between basic foods but the youngest pupils do not recognise a number of common vegetables. In Year 1, pupils develop an understanding of the connection between animals and plants and begin to recognise some of the basic needs of living things. They know that food, water and air are essential requirements for life and understand that young animals need care and attention from their parents. By Year 2, pupils refine their understanding of types of animals. They distinguish between mammals and birds. They understand the meaning of extinction and begin to sort living things into groups according to certain characteristics. Pupils become clear about the difference between plants, animals and non-living things and understand the functions of the five senses.

16. Pupils increase their knowledge and understanding of materials and their properties as they move through the key stage. Younger pupils begin to distinguish between the feel and textures of different vegetables and fruit although some have difficulty in identifying what different common objects are made of. Older pupils become clear about a range of types of materials and know how to identify and sort them according to some of their common properties. For example, they understand the concept of 'waterproof' and know how to sort materials according to this property. Pupils know that houses are made of different types of materials and they make judgements about the textures of these.
17. Pupils in Year 2 understand that objects move because they are pushed or pulled. They know about the concept of smoothness and the effect that this can have on moving objects. They develop a good vocabulary of subject specific words like circuit, pylons and crocodile clips in connection with the studies of electricity. They know that a circuit has to be broken before the light goes out and they are aware of different sources of light. Pupils draw and record the results of their experiments in simple form.
18. Pupils of all abilities begin to respond positively to suggestions as to how their experiments may be carried out. They learn to predict what may happen as in their experiments with electricity through various conductors and they communicate their predictions clearly either through discussion or through completion of simple charts.
19. Pupils' attitudes to science are good. They learn to work independently at various tasks and they also work pleasantly and co-operatively together in pairs and small groups. They share electrical equipment sensibly and safely with each other and actively support their partners as they construct circuits. Most pupils listen carefully to the instructions of their teachers and wait their turn when using science materials. Pupils work together pleasantly and peacefully and the working atmosphere of science lessons is a credit to the school.
20. The quality of teaching is good overall. Teachers have a good knowledge of the subject and this supports the quality of their lessons. They make regular use of subject specific words. As a result, pupils' knowledge and understanding of the technical aspects of science is enhanced.
21. Teachers have clear and high expectations of what they expect pupils to do and how they expect them to respond. They make these clear to pupils and expect all to contribute to lessons. All teachers plan their lessons effectively to ensure that they are successful except for differentiation for higher attaining pupils. This aspect of teaching has not improved since the last inspection.

22. Teachers are well organised and this ensures success with their lessons. Most are clear about what they expect pupils to learn by the end of the lesson and make this clear to pupils. Teachers in both year two classes recap regularly on the lesson in progress to ensure that all pupils understand what is being taught. This has a positive effect on the quality of pupils' learning. A strength of teaching in science is the firm and positive management of lessons. Teachers have good control of pupils and expect them to respond quickly and politely to questions and requests. The pace of lessons is secure and ensures that pupils remain motivated and interested in their work.
23. Teachers' recording of pupils' progress in science is variable. Where it is good, teachers keep close ongoing records of what each pupil is able to do. In most classes, the quality of assessment is not in sufficient detail, particularly with reference to recording of the development of the skills and knowledge of individual pupils. Teachers are positive with their marking of science work but only a few make comments that guide pupils towards the next step in their learning. Teachers do not make sufficient use of information technology to support the teaching of science for recording and analysis in particular.

## **OTHER SUBJECTS OR COURSES**

### **Information Technology**

24. Attainment in information technology is well below the level expected for pupils of this age by the time they leave the school. The quality of attainment has decreased since the last inspection.
25. Progress of pupils of all abilities is poor. There are four main reasons for this. The first is the lack of teachers' confidence and skills in the use of computers. The second is the lack of regular direct teaching of the subject to ensure that pupils learn about the many and varied uses of information communication. The third is the lack of regular use of the computer by pupils of all abilities. This detracts from the progress they make in developing useful skills. The fourth is the absence of a focus in planning to ensure that information technology is developed across the other subjects of the curriculum to support learning.
26. Pupils in Key Stage 1 do not use computers with confidence. They lack keyboard and mouse skills that would enable them to use computers to support them in their work in other subjects of the curriculum. They have very limited experience of ways in which computers may be used and do not know how to save, retrieve or print their work. Most pupils do not know how to set up and use basic programs and only a few know what the common parts of a computer are called. Pupils of all abilities are not confident in their knowledge and understanding of how different types of information communication systems exist in their daily lives and they do not know how to use computers as a means of controlling various actions as with simple programmable robots, for example.
27. Pupils' attitudes to learning information technology skills are sound. When they are at computer bases, they work well together and behave sensibly. Their response is tentative because they are apprehensive about using the machinery and lack the confidence that comes with regular practice.
28. It was not possible to see any direct lessons in information technology to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work, an analysis of documentation and very limited available work of pupils, show that

information technology is not taught appropriately and consistently through the school. The absence of teachers' expertise and confidence and the brevity of the current scheme of work contribute to the lack of success that they have with the teaching of this subject. Teachers do not ensure that their planning takes account of the value of information technology to other subjects of the curriculum. Neither do they ensure that their planning takes account of the varying skills, knowledge and understanding of pupils of different abilities.

## 127. **Religious Education**

29. It was not possible to observe any lessons in religious education during the inspection. Very little recorded work was seen for pupils throughout the school. The evidence for these findings is based on interviews with staff and pupils about their work, and an examination of teachers' documentation and available resources.
30. The attainment of pupils by the end of the key stage is below that expected by the newly revised locally agreed syllabus, 'Mystery and Meaning'. This level has decreased since the last inspection. The last report indicated that the amount of time given to the teaching of religious education was variable throughout the school. Insufficient improvement has been made to ensure that this weakness has been addressed. Religious education does not appear regularly on the school timetable. It is too often delivered through circle times or through five minute periods before the end of the day.
31. By the end of Key Stage 1, pupils have not made expected gains in knowledge and understanding, and they make unsatisfactory progress over their time in school. Younger pupils begin by looking at events in their own lives. Older pupils understand that harvest is a special time of thanks. Pupils develop appropriate personal responses to right and wrong. They know that the church is a place of worship and that the Bible is a special book for Christians but they have little idea of a God who is worshipped in different ways by different faith communities. Pupils' understanding is largely confined to facts about festivals such as Christmas and Easter. They have little knowledge of festivals of other religions, such as Diwali or Channukah. Pupils' understanding and knowledge falls short of the requirements of the agreed syllabus. However, the school is aware of the need to revise the schemes of work to address all requirements and improve progression in the subject.
32. Discussions with pupils indicate that their attitudes and responses to learning are satisfactory. They listen carefully when a story is told or information is given. This is evident in some assemblies such as those taken by visitors who use appropriate visual aids effectively to illustrate the main idea and focus pupils' attention. Pupils behave well and respond to questions with confidence. Most pupils show a positive willingness to talk about and share personal experiences.
33. Teachers' planning indicates a limited knowledge and understanding of the teaching of religious education especially where it relates to information about other religions being taught. This aspect of teachers' subject knowledge remains a weakness since the last report. Planning is often based on cross-curricular topics and only makes tenuous links to the subject. As a result, some lessons lack an appropriate focus for religious education. The absence of an agreed approach to recording and assessing the development of pupils knowledge and understanding, detracts from teachers' ability to plan future lessons based on what pupils have already

achieved. This aspect of assessing and recording pupils achievement has not improved since the last inspection.

34. The teaching of religious education makes limited contribution to pupils' literacy skills. Appropriate discussions and questioning supports pupils listening and speaking skills, but pupils are not encouraged to record their knowledge and write their own simple accounts. School assemblies support religious education and extend pupils' knowledge of Christianity.

### **Art**

35. Pupils of all abilities make satisfactory progress in art across the key stage. By the time they leave school, the quality of their art is at a level expected for pupils of this age. This level is not as high as that reported at the last inspection when high standards and brisk progress were notable features. Some of the quality has been maintained in pupils' acquisition of basic skills and techniques of painting, drawing and collage work. However, there are insufficient opportunities to explore famous artists' work or to respond creatively to make three-dimensional representations using a range of resources and media.
36. Pupils experience picture making and illustrative work using techniques such as brushwork, pencils and crayons for painting and drawing. They mix primary colours carefully and use these effectively. Most pupils show improving skills and understanding of some of the elements of art, such as line, tone, colour shape and texture. They show confidence in using tools and materials. The work on display mainly covers basic techniques of two-dimensional collage work. In a Year 1 lesson, pupils make a collage of their face and try to represent their features as seen in the mirror. This teaches them to observe carefully. Year 2 pupils experiment with different materials and textures to produce a lively collage representing pylons in the sunset. In these pictures, pupils use their colours with a developing sense of tone, line and form. However, pupils are not sufficiently encouraged to appraise their own work in simple terms and discuss how they could improve it.
37. Pupils' attitudes to learning are good. They show enjoyment, application and involvement in most art lessons. Pupils listen intently, follow instructions well, and are considerate towards others. They work effectively in pairs and small groups. They are enthusiastic about artwork and sustain concentration. Pupils show pride in their efforts and react well to praise.
38. The quality of teaching is satisfactory overall. Teachers have appropriate subject knowledge and ensure that their planning and preparation is secure. Most lessons develop at a good pace and offer appropriate challenges to pupils. The skilful management of pupils and effective use of resources enhances pupils' progress in most lessons. Teachers ask suitable questions and give clear instructions. However, skills in art are not taught systematically and some of the work is limited in the range of skills taught. Teachers do not formally record pupils' progress in art and this detracts from their ability to recognise specific levels of pupils' competence in future planning..
39. Art makes satisfactory contributions to the development of literacy. In some lessons, pupils are encouraged to use specialised vocabulary and to develop their ability to speak clearly when contributing to class discussions, asking and answering questions. This effectively contributes to the development of their literacy skills. The use of measurement skills is an example of limited use of numeracy in this subject. Pupils do not make sufficient use of information technology to support and develop their artwork.

138. **Design and Technology**

40. Pupils of all abilities make satisfactory progress in design technology. By the time they leave the school, the quality of their work is at the level expected for pupils of this age. This quality has improved since the last inspection. Pupils now experience a range of activities at the

appropriate level of challenge, including work with food and resistant materials that were recorded as limited in the previous report.

41. Pupils gain increasing confidence in designing and making products. In Year 1, they make a boat with sails that floats. They begin by drawing simple pictures of what it might look like. They join a variety of materials and explain which of these are best to ensure that it does not sink too quickly. Pupils in Year 2 develop their ability to cut accurately and fix materials together as with their work on jointed shadow puppets. They become aware of the reasons why it is important to design their models first. Their finishing skills develop well. Pupils' response to design technology is good and they are keen to share their ideas with others. They take a pride in their finished products. They behave well and work well together.
42. It was not possible to see a sufficient number of lessons in design technology to make a judgement on the quality of teaching. However, discussions with pupils about their work, observations of teachers' planning, photographic evidence and models made by pupils show that design technology is taught appropriately. The curriculum covers all the elements of the National Curriculum Programmes of Study and teachers' plans are detailed. Assessment procedures are less well developed and do not provide an overview of pupils' attainment and progress.

#### 141. **Geography**

43. No teaching was observed during the inspection because geography was not the focus of current topic work. Evidence from teachers' planning, scrutiny of pupils' work and discussions with pupils indicates that pupils of all abilities make satisfactory progress. By the time they leave the school, standards are at the level expected of this age. This standard has been maintained since the last inspection. Pupils develop a sound understanding of their local environment and make simple comparisons with other countries, such as Italy. Younger pupils begin to develop mapping skills by drawing maps of their route from home to school. They become aware that the world reaches beyond their locality and look at a globe and an atlas to identify countries that have a particular significance for them. They find Italy so they know where a visitor to the school comes from. Pupils understand that countries have capital cities and that London is situated on the river Thames. They know that islands are surrounded by sea and that it is very cold at the North and South Poles.
44. Pupils' response to geography is satisfactory. They talk about their work confidently and take turns to contribute in discussions. They recall with interest previous work undertaken and evidently enjoy this subject.
45. It was not possible to see any lessons in geography to make a judgement on the quality of teaching. Discussions with pupils and examination of their work indicate that geography is appropriately taught. Teachers' planning is sound and enables pupils to build on their skills and understanding as they move through the school. Assessment procedures are less well developed and have not improved since the last inspection.

#### **History**

46. Pupils of all abilities make satisfactory progress in history. By the time they leave the school, the standard of history is at the level expected for pupils of this age. This standard has been maintained since the last inspection. The youngest pupils gain understanding of the passage of time through sequencing photographs of themselves from babyhood to the present day. They discuss the differences between now and then and attempt to predict

what they will be like in the future. They make good use of simple questionnaires to compare and contrast the toys of today with those of their grandparents. Older pupils learn about time lines and increase their understanding of chronology appropriately. They learn about the Great Fire of London and become increasingly aware of famous people, such as the diarist Samuel Pepys. Pupils develop an early interest in history and begin to appreciate how many aspects of society have changed.

47. Pupils' response to history is sound overall. They listen carefully to the teacher and to each other. They enjoy finding out about the past and are intrigued by photographs of themselves at various stages of development. They are well behaved, work well together on tasks and persevere with their work.
48. The quality of teaching is satisfactory. Teachers have appropriate subject knowledge and use questioning effectively to draw out factual knowledge and understanding as pupils construct their time lines. Lessons generally move at a brisk pace, as in a Year 2 lesson on The Great Fire when pupils responded enthusiastically, and there is a useful plenary session to assess pupils' understanding and reinforce teaching points. However, the lack of an agreed approach to recording and assessing the development of pupils' historical skills and knowledge detracts from teachers' ability to plan future lessons based on what pupils have already achieved. Visits to historical sites enhance the pupils' experiences and bring relevance to their learning.

### **Music**

49. Pupils of all abilities make good progress in music. By the time they leave the school, the quality of their singing, playing and listening is above the level expected for pupils of this age. The quality of their composing and recording is less well developed. The overall quality of their music is higher than that indicated in the last inspection.
50. Younger pupils begin to follow the contour of a simple melody sung by their teacher. They sing simple repetitive rhymes from memory and sing reasonably in tune. As pupils move through Year 1, their ability to keep a constant beat improves. They develop a clearer awareness of the dynamic quality of various pieces of music and begin to sing songs in sequence and accurately. By Year 2, pupils know a range of simple songs and rhymes. They sing pleasantly together in tune and follow the contour of a melody played in different keys. They form their words clearly and know how to sing in a simple round. Pupils learn how to control the dynamics and colour of their voices for the best effect and become skilled at combining actions with their singing. Pupils have less experience of composing their own music and recording this in their own way with simple signs of their own creation.
51. When pupils start school, their ability to listen to music carefully is limited but they make good progress with their listening skills as they progress through the school. Younger pupils learn to respond quickly to instructions and tunes. They know the names of simple tuned and non-tuned instruments and begin to observe differences in sound and volume. By Year 1, pupils have a clearer understanding of the differences in construction of instruments and know how to classify them in simple terms. By Year 2, pupils develop their knowledge and understanding of a range of instruments to include some found in orchestra. They listen carefully to extracts of music and know the names of some famous classical composers. They have a clear concept of pitch and dynamics of music and understand how it can have either a positive or negative effect on their feelings.
52. Pupils' response to music is good and improves rapidly as they move through the school. Younger pupils find difficulty in listening and concentrating carefully for short periods of time but develop these skills effectively by the time they reach Year 2. All pupils behave

sensibly in music and enjoy their lessons. They are ready to take the initiative and lead others when given the opportunity to do so as conductors through various musical games. Pupils take pleasure in sharing instruments with each other and respond quickly to instructions from their teachers.

53. The quality of teaching of music is good overall. Knowledge and understanding of the subject is secure and teachers use this effectively to support their music lessons. Teachers expect pupils to listen carefully and respond quickly to instructions. Teachers make clear to pupils what they expect them to do and achieve by the end of their lessons and this ensures that pupils make good progress. Teachers plan for music appropriately and most, as in class 4, identify their main teaching points clearly. This has a positive effect on the quality of their teaching. Most teachers adjust their questions about music carefully to fit the range of abilities of pupils in their class. Teachers make good use of praise and all have a pleasant and firm relationship with pupils. One main reason for the success of music lessons is the pace at which they progress. Teachers get the balance of activities right and this ensures that pupils remain on task, are enthusiastic and enjoy their music. Teachers do not make use of information technology to support pupils' development and understanding of musical composition.

### **Physical Education**

54. Pupils of all abilities make good progress in physical education. By the time they leave the school, the standard of their physical skills is at a level expected for pupils of this age. This standard has been maintained since the last inspection.
55. Younger pupils develop an understanding of the need to warm up before beginning strenuous physical exercise. They develop simple skills of running and stopping quickly. They begin to link simple actions of movement together to form a sequence and know how to remain in one position in a number of ways. On low level apparatus, pupils make steady progress in developing their skills of balancing on narrow beams. They jump and twist in different directions and angles and develop increasing control over their movements.
56. Older pupils begin to gain an understanding of the need for co-operation in team work and understand the reasons for warming up before getting into action. They develop and hone their balancing skills and know how to link leg actions to gain the desired effect. Pupils gain in confidence in their use of large apparatus at greater heights as with their work on wall bars. Pupils make simple judgements about the work of others and talk about their skills and demonstrate how they may be improved.
57. Pupils' attitude to physical education is good. They develop quick and effective responses to instructions from their teachers and treat each other and equipment with respect. Pupils are willing to offer opinions about what they have achieved and to say how their actions may be improved. They work comfortably together and listen carefully, wait their turn and help each other when necessary. Pupils understand the need for care when moving equipment and do so safely.
58. The quality of teaching of physical education is satisfactory overall. Teachers have high levels of expectations of pupils' behaviour and response. This has a positive effect on the quality and pace of lessons. Teachers plan with clear objectives in mind and most ensure that pupils know what they are expected to achieve by the end of the lesson. Lessons are generally suitably organised and teachers make good use of direct instruction to ensure that pupils are clear about the purpose of the activity. Teachers often make use of good questioning techniques to ensure that pupils of all abilities make sound progress as in Room 4. They make regular use of pupils' performances to demonstrate good practice

to the class and use praise and encouragement effectively. Teachers maintain suitable control of lessons and do this with patience, firmness and understanding. They make sure that the pace is right and this ensures that pupils make steady progress and enjoy their exercise. The pace of lessons is an improvement since the last inspection.

## **PART C: INSPECTION DATA**

### **59. SUMMARY OF INSPECTION EVIDENCE**

A team of four inspectors carried out the inspection. Two spent four days in the school collecting evidence. One spent three days and one spent one day.

The team:

- Spent just over 40 hours observing 48 lessons or parts of lessons, 10 registrations, 4 assemblies as well as interviewing pupils.
- Observed all teachers on a number of occasions including literacy and numeracy.
- Observed all subjects of the National Curriculum and religious education or interviewed pupils in these subjects although no lessons were observed in religious education, information technology, design technology or geography, and observations in history and art were limited.
- Held discussions with the headteacher, all members of the teaching staff, some members of the support staff, the Chair of Governors and other members of the governing body.
- Scrutinised the written work from a representative sample of pupils covering the full ability range from each year group. Work was also examined during lesson observations.
- Listened to 18 pupils reading and held informal discussions with many pupils, both in lessons and around the school.
- Analysed the documentation provided by the school both before and during the inspection. This included the school's aims, the school development plan, the prospectus, an analysis of the school budget, a range of policy documents, teachers' plans, records kept on pupils and attendance registers.
- Held a meeting attended by five parents to hear their views on the life and work of the school and analysed 59 responses to a questionnaire about their opinions of the school.

## 1. DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	176	5	42	19
Nursery Unit/School	26	0	0	0

### Teachers and classes

#### Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)	8.30
Number of pupils per qualified teacher	21.20:1

#### Education support staff (YR – Y2)

Total number of education support staff	10
Total aggregate hours worked each week	150.3

#### Qualified teachers (nursery classes )

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26.0:1

#### Education support staff (nursery class)

Total number of education support staff	2.5
<b>Total aggregate hours worked each week</b>	42.75

Average class size:	25.1
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## Financial data

Financial year: 

1998
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	£
Total Income	369860
Total Expenditure	372397
Expenditure per pupil	1773
Balance brought forward from previous year	19233
Balance carried forward to next year	16696

## PARENTAL SURVEY

Number of questionnaires sent out:  
Number of questionnaires returned:

176
59

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50.8	42.4	3.4	3.4	0.0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61.0	37.3	1.7	0.0	0.0
The school handles complaints from parents well	28.6	53.6	14.3	3.6	0.0
The school gives me a clear understanding of what is taught	50.8	40.7	5.1	3.4	0.0
The school keeps me well informed about my child(ren)'s progress	62.7	30.5	5.1	1.7	0.0
The school enables my child(ren) to achieve a good standard of work	61.0	33.9	3.4	1.7	0.0
The school encourages children to get involved in more than just their daily lessons	31.0	44.8	20.7	1.7	1.7
I am satisfied with the work that my child(ren) is/are expected to do at home	45.8	45.8	8.5	0.0	0.0
The school's values and attitudes have a positive effect on my child(ren)	62.1	34.5	3.4	0.0	0.0
The school achieves high standards of good behaviour	67.8	30.5	1.7	0.0	0.0
My child(ren) like(s) school	71.2	25.4	3.4	0.0	0.0

### Other issues raised by parents – 5 parents at the parents' meeting.

- Teachers have to be asked for information.
- Parent concern over child use of inhaler.
- Some classes have more homework than others do.