

# INSPECTION REPORT

## **KYMBROOK LOWER SCHOOL**

Keysoe

Bedford

LEA area: Bedfordshire

Unique reference number: 109580

Headteacher: Mrs K Andrews

Reporting inspector: Mrs J Sinclair  
19824

Dates of inspection: 25 – 27 June 2001

Inspection number: 188824

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: First School

School category: Community

Age range of pupils: 4 - 9

Gender of pupils: Mixed

School address: Kymbrook Lower School  
Kimbolton Road  
Keysoe  
Bedford

Postcode: MK44 2HH

Telephone number: 01234 376266

Fax number: 01234 376266

Appropriate authority: Governing Body

Name of chair of governors: Mr Michael Airs

Date of previous inspection: July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                    |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|--------------------|----------------------|--|--|
| 19824        | Mrs Janet Sinclair | Registered inspector | English, science, Foundation Stage curriculum, geography, history and physical education.  | The school's results and achievements. How well are pupils taught?   |
| 9756         | Mr Ken Parsons     | Lay inspector        |  | Pupils' attitudes behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 1951         | Ms Yvonne Crizzle  | Team inspector       | Equal opportunities, mathematics, art and design, information and communication technology, design and technology, music, special educational needs. Religious education | How good are curricular and other opportunities? How well is the school led and managed?   |

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a small lower school for boys and girls of four to nine years of age. There are fifty-five pupils on roll of whom eight four year olds are part time (these children attend from the term after their fourth birthday). The school draws most of its pupils from Keysoe and the surrounding villages. Pupils come from a wide range of backgrounds; and levels of attainment on entry are above average. Pupil mobility is quite high with an above average number of pupils joining the school other than the usual time for admission. Ten per cent of pupils have special educational needs, which is below average and two per cent have a statement of special educational needs, which is above average. Currently there are no pupils in receipt of free school meals and this is well below the national average of nineteen per cent. The school does not have any pupils who come from a home where English is spoken as an additional language; this is lower than most schools.

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

This is an effective school. The head teacher and governing body are providing good leadership and a firm steer for the work of the school. They have identified priorities for raising standards and for supporting the school's three new teachers. Teaching of literacy and numeracy is good and a supportive learning environment has been created. Pupils attain above average standards in English, mathematics and science throughout the school. Teaching is satisfactory and pupils make satisfactory progress overall, expenditure per pupil is well above average. The school provides satisfactory value for money.

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

- Standards are high in English at Key Stage 1 and above average at Key Stage 2. They are above average in mathematics and science at both key stages.
- There is good teaching of literacy at Key Stage 1 and of numeracy at both key stages that promotes the good standards achieved.
- The leadership of the head teacher is good and this has a positive impact on the work of the school and its links with the community.
- Pupil behaviour is very good and this contributes positively to their learning
- Extra curricular provision and links with the community are very good and this successfully enriches the curricular provision for pupils and enhances their learning.

### **What could be improved**

- Standards in information and communication technology (ICT), art and design, music and design and technology at both key stages.
- Use of information from the school's wide range of pupil assessments
- Procedures for marking pupils' work
- Opportunities for pupils to use their initiative in lessons and have greater responsibility for their own learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996, but only one of the teaching staff, the head teacher, remains from that time. The action plan to address the issues identified was satisfactory and governors have fulfilled their statutory responsibilities. Standards have been raised significantly in mathematics and science at Key Stage 1 and have improved in religious education at Key Stage 2. However, standards in ICT, art and design, design and technology and music have declined. There is a better balance of time in the curriculum and assessment is used to define more clearly what children know and can do. Good improvements have been made to the school improvement plan and the inadequate perimeter fence was fixed promptly. The head teacher now has more time for regular monitoring of the curriculum but this is still not enough given the number of new staff in place and the greater complexities now involved in managing a school. While a higher number of pupils are achieving at the higher levels they are still not always challenged sufficiently in lessons. This is linked to the insufficient use of assessment to plan lessons for pupils with different learning needs. This was a key issue at the last inspection that has not been fully addressed. The school has made satisfactory improvements since the last inspection and is well placed to improve further.

## STANDARDS

Only seven pupils took the national tests in English and mathematics in the year 2000, which is too small a number to make valid comparisons with national averages. However, over a three-year period the trend in mathematics has been upward overall while the trend in reading and writing has fluctuated but all have remained mainly above or well above the national average.

Levels of attainment on entry are above average. Inspection evidence shows that standards at the end of Key Stage 1 are well above average in English and above average in mathematics and science. By the end of Year 4, standards are above average in English, mathematics and science. In all other subjects standards are at the expected level in both key stages, except, ICT, music, art and design and design and technology, which are below expectations. There was insufficient evidence to make an overall judgement on standards in physical education. Children in the foundation stage achieve satisfactorily in all areas of learning. Pupils achieve satisfactorily in most subjects except English in Key Stage 1, where they achieve well. Achievement in ICT, music, art and design and design and technology is unsatisfactory. Pupils with special educational needs (SEN) make satisfactory progress owing to the quality support they receive.

## PUPILS' ATTITUDES AND VALUES

| Aspect                              | Comment   |
|-------------------------------------|---|
| Attitudes to the school             | Good. Pupils are enthusiastic about coming to school and willingly participate in lessons and other activities.       |
| Behaviour, in and out of classrooms | Behaviour, both in lessons and around the school is very good and this contributes significantly to pupils' learning. |
| Personal development                | Good. There are good relationships at all levels. Staff   |

|                   |  |
|-------------------|--|
| and relationships | provide good role models and pupils respond well. Provision for personal development is satisfactory.                  |
| Attendance        | Very good. Attendance is well above average for a school of this type. Pupils are punctual and keen to come to school. |

The procedures for monitoring and promoting good behaviour are very effective and result in consistently very good behaviour. Procedures for monitoring attendance are good.

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory       | Satisfactory   | Satisfactory    |

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

The quality of teaching is satisfactory overall. Of the teaching seen twenty five per cent was good and seventy five per cent was satisfactory. Teaching is good in English at Key Stage 1 and mathematics at both key stages and the basic skills of literacy and numeracy are taught well. These subjects are also well taught in the foundation stage. Work for pupils is based on guidance from the national strategies to ensure pupils' skills are developed in a progressive manner. There is a good focus on the key skills to be learnt, good challenge in tasks and a clear focus on the learning objectives. Planning is detailed and, in English, clearly identifies activities for pupils of differing prior attainment. In these lessons, pupils are enthusiastic, work hard and put in a good amount of intellectual and creative effort. As a result, pupils make satisfactory and often good progress and generally enjoy their work in these subjects. Sometimes in mathematics there is too heavy an emphasis on the use of workbooks and in English, a lack of emphasis on improving work.

Teachers prepare most other lessons well and use questioning effectively to help pupils' learning. Teachers use resources well to support work in lessons. However, in some subjects teachers' knowledge is not enough to ensure good learning takes place and in most lessons there is not enough attention given to what pupils already know and can do. This is linked to weaknesses in the use of assessment and, as a result, pupils do not always make the gains of which they are capable. Overall, teachers do not give pupils enough opportunities to develop independent learning skills. Effective use of support staff and individual education plans (IEPs) ensures that pupils with special educational needs (SEN) make satisfactory gains in their learning.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                  | Comment   |
|---|---|
| The quality and range of the curriculum | Satisfactory. The curriculum is broad, balanced and relevant. Extra curricular activities and community links are very good |
| Provision for pupils                    | Satisfactory. Pupils with SEN receive appropriate work as   |

|   |   |
|---|---|
| with special educational needs  | identified in their IEPs and sound support from staff to enable them to make satisfactory gains in their learning   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Provision for pupils' moral and social development is good. Provision for personal, spiritual and cultural development is satisfactory.   |
| How well the school cares for its pupils  | Overall the care of pupils is satisfactory. Procedures for monitoring behaviour and personal development are good. Procedures for assessment are satisfactory overall. However, the use of assessment to inform planning and provide for children's different learning needs is unsatisfactory. |

Although overall the curriculum for the foundation stage is satisfactory, there are occasions in the afternoon sessions when they are with Key Stage 1 pupils and the curriculum is not well matched to their needs; as a result, they do not learn as well as they should. In some subjects of the curriculum, such as ICT, art and design, design and technology and music, teachers' knowledge is not good enough to develop pupils' knowledge and skills systematically and this has an adverse impact on the standards attained. Partnership with parents is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect  | Comment   |
|---|---|
| Leadership and management by the head teacher and other key staff | Satisfactory overall. The leadership of the head teacher is good. She is providing a clear sense of direction and good support to her new teaching staff. However, management of some subjects of the curriculum is unsatisfactory.                   |
| How well the governors fulfil their responsibilities              | Good. They are supportive and carry out their duties in a professional manner. They make regular visits to school to keep themselves informed in order to help shape the school's direction.  |
| The school's evaluation of its performance                        | Satisfactory. Priorities are good and clearly identified and appropriate plans are in place to realise them. The quality of teaching is monitored satisfactorily but needs greater rigour in setting targets in order to secure lasting improvements. |
| The strategic use of resources                                    | Satisfactory. The school has adequate resources, which it uses well to promote learning. Financial planning is good and the head teacher and governors are clear about spending priorities.   |

The school has a large number of teachers for the number of pupils on roll. However, having a newly qualified teacher and part time staff means there are limited opportunities to spread curriculum co-ordination tasks among teachers. This has implications for the development of teaching for some subjects. Accommodation and resources are satisfactory overall. There is a heated outdoor swimming pool, which is used effectively, and a large field for outdoor activity. There are an appropriate number of books in the library. However, some of them are old and contain outdated information. The school satisfactorily operates the principles of best value.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| <b>What pleases parents most</b>   | <b>What parents would like to see improved</b>                              |
|--|---|
| <ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Behaviour is good.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed</li> <li>• The school expects children to work hard and achieve of their best.</li> </ul> | <ul style="list-style-type: none"> <li>• The amount of homework.</li> </ul> |

Parents have a high regard for the school, the standards it achieves and the care it provides. The inspection team agrees with all of the views expressed by parents. A few parents had concerns about homework but the inspection team found that provision for homework was satisfactory.

## **PART B: COMMENTARY**

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

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

1. Since the last inspection in 1996 the school has raised standards in English, mathematics and science at both key stages. Standards have deteriorated in art and design, music, design and technology and ICT at both key stages. Standards in religious education have improved at Year 4. In all other subjects standards have been maintained. Additionally, this is a small school, with one newly qualified teacher and two part-time teachers. Due to the part-time and very new nature of all of the staff they have not yet developed their subject management responsibilities to ensure that all subjects are catered for in satisfactory manner.
2. The results of assessments undertaken when children enter the school show that there are wide variations in attainment, but their results are above average overall. Inspection evidence shows that most children are likely to exceed the national early learning goals in communication, language and literacy, mathematical development, personal social and emotional development by the end of the Foundation Stage. They will attain the early learning goals in knowledge and understanding of the world and creative development overall, whilst exceeding them in some aspects of these areas of learning. They achieve satisfactorily except in some aspects of creative development and knowledge and understanding of the world. This is due to the fact that they work with pupils in Key Stage 1 on some afternoons and the curriculum is not always adapted sufficiently to their needs. There are no direct references to the foundation stage in the previous report therefore comparisons cannot be made. Provision for personal, social and emotional development is satisfactory. Through an appropriate level of provision involving play activities children develop good levels of concentration, independence in their learning and opportunities to negotiate with each other. They enjoy books, all understand that text carries meaning and read books competently at their level. They have a good knowledge of letters and sounds and use this to help them with reading and writing. Most children can count to twenty and beyond and add and subtract simple numbers.
3. The school has a relatively small number of pupils in each year group and in the reporting year 2000 had only seven pupils in Year 2, which means their performance in national tests for English and mathematics is not reported in tables as the group is too small to be reliably compared with national averages. A more reliable measure of performance is that of a three-year period and this indicates that standards are rising in mathematics and reading whilst fluctuating in writing. Overall, standards remain at least above, sometimes well above or high in comparison with the national average. Compared to schools in a similar context, based on the number of pupils having a free school meal, pupils perform well over time.

4. Inspection evidence shows that by the end of Key Stage 1, standards are high in English and exceed national expectations in mathematics and science. Pupils achieve well in English and satisfactorily in mathematics and science when compared with their attainment on entry to the school. Standards are below expectations in ICT, art and design, music and design and technology and pupils do not achieve as well as they should in these subjects. There was insufficient evidence to make a judgement on standards in physical education. Standards are in line with expectations for all other subjects and pupils achieve satisfactorily. The achievement of pupils with special educational needs is similar to that of their peers.
  
5. Standards are above national expectations when pupils leave the school at the end of Year 4, in English, mathematics and science and pupils achieve satisfactorily. Standards are below expectations in art, ICT, music and DT and pupils do not achieve as well as they should in these subjects. In all other subjects standards are at the expected level, except physical education where there was insufficient evidence to make a judgement.

6. Standards in speaking and listening are above expectations across the school and pupils are attaining satisfactorily in relation to their prior attainment. In lessons, pupils listen well both to the teacher and each other. They are confident to speak and the subject is always relevant to the issue under discussion. However, there are not enough planned opportunities for pupils to develop their speaking and listening skills systematically and this limits their overall progress. Standards in reading are high at the end of Key Stage 1 and above expectations in Year 4. Most pupils enjoy books, read them competently and discuss their favourite characters. However, although some pupils are familiar with the use of the contents page and index as an aid to accessing information, the school does not sufficiently develop this or pupils' use of the dictionary, particularly in Years 3 and 4. Occasionally problems arise because books are too difficult for pupils' reading ability and this impedes fluency and understanding. Standards in writing are high at the end of Key Stage 1 and above expectations at the end of Year 4. However, in spite of a good focus on the teaching of handwriting skills pupils' written work across the curriculum is often untidy and in the class for Year 3 and 4 pupils there is not enough emphasis on improving written work. Pupils develop their writing skills through writing for a variety of purposes such as poetry, story and persuasive writing. Pupils achieve well in Key Stage 1 and satisfactorily in Years 3 and 4.
7. Standards are above average in mathematics across the school and pupils achieve satisfactorily. Pupils have a good understanding of addition and subtraction of numbers within one hundred and of place value by the end of Key Stage 1. Their achievement is satisfactory overall. The satisfactory achievement is because there is too heavy an emphasis on completing workbooks systematically rather than using assessment information to ensure the work is appropriate. By the end of Year 4, most pupils have a good understanding of fractions and multiply and divide numbers within 1000. Most pupils achieve satisfactorily, but they are given insufficient opportunities to develop their problem solving skills.
8. Standards in science are above expectations across the school. By the end of Key Stage 1, pupils can identify the conditions needed to grow healthy plants and classify animals through their different characteristics. Higher attaining pupils understand how to carry out a fair test. By the end of Year 4, most pupils understand how to carry out a fair test and take accurate measurements in order to make comparisons. They have a good understanding of the effects of exercise on their body. However, there are not enough extension activities planned to ensure that all pupils in the mixed age classes are challenged sufficiently. Achievement is satisfactory.
9. Standards in ICT are below expectations across the school because although pupils have developed some competency in ICT due to an increased emphasis on the subject in the school, it has not been enough to raise standards to the expected level for pupils currently at the end of Year 2 and in Year 4. Additionally, although pupils have specific lessons in ICT, the subject is not used well enough across the curriculum to promote satisfactory standards. There is no assessment to facilitate appropriate planning.

10. Pupils with special educational needs make steady progress in relation to the targets set in their IEPs. These mostly identify aspects of need, support to be provided and by whom, together with timescale by which target should be re-assessed. The targets are effective in promoting steady progress.

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

11. The behaviour of pupils is very good and is a strength of the school that contributes well to their successful learning. Pupils are proud of their school and have a good attitude to their education. They are keen to come to school in the morning, with even the youngest pupils happy to say goodbye to parents in the playground. Indeed, some of the very youngest children who only attend part-time are keen to stay all day. All parents expressing an opinion think that their children like school. On a damp morning, the pupils waited patiently in the library area for the start of the school day, and then went to their classes without wasting time. They arrive on time and are ready to start work when the school day commences. All pupils feel secure and supported in school. In their lessons, pupils usually want to learn and are attentive and conscientious. They are proud of their achievements. A positive learning attitude is established in the early years and extends through the school. The pupils' enthusiasm for school contributes significantly towards their attainment and progress. It is reflected in the way they sustain interest in their studies and are keen to participate through answering questions. Even in the Foundation Class, children are confident and well motivated. For example, in a lesson involving measuring each other's height, even the youngest children did so without embarrassment or silliness. Pupils settle promptly to written work and are able to work in silence when required to do so. Outside of lessons, pupils involve themselves in the range of activities the school offers, with significant numbers for example attending school clubs.
12. Pupils behave very well and are aware of the school's expectations of them. This means that teachers do not spend much time in lessons maintaining order and can use the available time productively to further pupils' learning. Pupils behave very well at break times and the playground is an unthreatening environment. Pupils or parents did not raise bullying as an issue and none was seen during the inspection; it is a very rare occurrence in the school. There have been no exclusions in recent years. Pupils are polite to each other and to adults. They value each other as individuals and they understand the impact of their actions on others. Virtually all parents expressing a view believe that the school's standards of behaviour are good and that it is successful in helping their children develop good attitudes and values. Behaviour is particularly good when the teacher's management of pupils is effective. In a year 3 and 4 science lesson on materials, pupils contributed well and asked relevant questions. Conversely, in a mathematics lesson in the same class, when control was lifted slightly too much, pupils became restless, giggly and easily distracted.

13. Pupils with SEN behave very well, show good levels of concentration and are fully involved in their work. They work productively when supported by an adult or when they work on their own.
14. Pupils' personal development is good. The school provides some good opportunities for them to take responsibility. One example is the Children's Charter, which was written by pupils themselves. Last year, pupils in Year 4 organised their own fund-raising fete with very limited adult intervention. They involved younger pupils in their efforts and were proud of the results, to the extent that the current Year 4 are repeating the initiative this year. All pupils are aware of the world around them and have suggested supporting specific charities. For example, the school's support for Indian earthquake victims was the result of pupils' requests to do something to help. They do jobs like organizing lunchboxes or putting away games equipment at the end of lunchtimes without needing adults to give them much direction. The children have a personal confidence that makes them pleasant people to meet but also contributes to their learning. One example was the Year 2 recorder group playing before the entire school in an assembly. Pupils can work in lessons, for example, collaborating on experiments in science or dividing up an ICT task equitably without the teacher's help, so each child has a role. Occasionally they display a slight lack of maturity, as in a Year 1 and 2 mathematics lesson, with one pupil crying because the class teacher did not ask her a question and another upset because another pupil was "copying her work". Pupils look after the school's property well; for example, the reading books they take home. They use equipment sensibly and are trusted by teachers to access resources with minimum levels of supervision.
15. Relationships within the school are good and pupils generally respect their teachers. Pupils can work well collaboratively in pairs or small groups when called upon to do so. They listen and give due regard to the views of others, even when they are different from their own, and are supportive of one another. They volunteer to help a pupil with cerebral palsy, such as helping him put his seat away at the end of assembly. A pupil who was upset because her dog had just died was well supported and comforted by all members of the school community; staff and pupils. It is on occasions like this that the small size of the school enables it to function almost as an extended family. Pupils accept those who have come to the school with emotional difficulties without fuss. Pupils know each other well and have an easy-going tolerance of each other's foibles. They respect each other's ideas, for example in religious education lessons. At a lunchtime football club training session pupils worked together well. They display the common courtesies, such as holding a door for somebody following them through it. They play well together and boys and girls work together unselfconsciously.
16. Pupils' attendance is very good, being well above the national average for a school of this type. There is a minimal level of unauthorised absences for which no reason is provided by parents. Pupils are punctual arriving at school and this allows an efficient start to the school day.

17. Pupils' attitudes, behaviour and attendance have been maintained well since the last inspection of the school.

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

18. The quality of teaching is satisfactory overall. Of the teaching seen, twenty five per cent was good and seventy five per cent was satisfactory. This is a similar finding to the previous inspection report. However, few staff from the previous inspection remain. The head teacher monitors the quality of teaching and is aware that greater rigour needs to be introduced in order to improve the quality of teaching further.
19. Teaching is satisfactory overall in the foundation stage. It is good in communication, language and literacy and mathematics, but is generally satisfactory for all other areas of learning. There is a good focus on teaching basic skills of literacy and numeracy and this helps children to make good gains in their learning. Friendly supportive interactions with children encourage them to get involved and to find ways of solving problems. Lesson plans for literacy and numeracy are good with a clear structure and focused learning objectives. Occasionally, when children join with pupils in Years 1 and 2 for work in the afternoon, the curriculum is not sufficiently adapted to meet their needs. Planning is appropriate for the morning sessions and includes good opportunities for structured play, especially for the younger pupils. Resources are used well to support learning, however, support staff are not always effectively deployed when the teacher is talking to the whole class.
20. Pupils with special educational needs are supported well by classroom assistants and the work set by class teachers is generally suitable and involves pupils well to help their recall, concentration or speech.
21. Teaching is good in English in Years 1 and 2 and is good in mathematics across the school. The basic skills of literacy and numeracy are taught well. Planning is often detailed and clearly identifies activities for pupils of differing prior attainment, particularly in English, and this ensures work is appropriately challenging. In the class for Year 1 and 2 pupils, the teacher shares the learning objectives well with pupils at the beginning of the lesson and then revisits them at the end of the lesson. This is a good assessment strategy that is not used in all lessons to promote effective learning. Work for pupils is based on guidance from the national strategies and ensures pupils' skills are developed in a progressive manner. In some lessons, teachers make good use of questioning and this helps pupils develop their knowledge and understanding. For example, in a Year 3/4 class pupils were encouraged to make inferences and deductions from the text through such questions as 'What clues do you get from the text?' and 'Which parts are building up tension?' This encouraged pupils to look closely for evidence within the text such as exclamation marks, descriptive words and phrases. Teachers have good subject knowledge, manage pupils well and generally make good use of resources. As a result pupils make good gains in their learning, are keen to participate and generally enjoy the content of the lessons. Pupils' good level of interest and

concentration in almost all literacy and numeracy lessons helps with their learning. Homework is used satisfactorily to enhance learning. Marking is not used well to set targets for improvement in work and even where teachers do this, they do not follow it up to ensure improvements have been made. Additionally pupils do not have sufficient opportunities to put forward their own ideas about how to solve problems and rely heavily on their teachers for direction.

22. There were not enough lessons seen to make an overall judgement for teaching in art and design, music, design and technology, religious education and history. The quality of teaching in lessons seen, and in all other subjects is satisfactory. There are good features that contribute effectively to learning. There are good relationships between pupils and teachers and as a result pupils behave well and have responsible attitudes to their work. Routines are well established so pupils are clear about expectations. Good questioning and explanations encourage pupils to think about what they are doing and respond positively to instruction. The practice of setting deadlines and reminding pupils of the time as a lesson progresses, helps pupils to concentrate fully on their work and complete tasks. The weaknesses in these lessons are that sessions are often overlong and pupils lose interest. In some subjects, teacher's subject knowledge is not enough, which leads to a lack of challenge in the work and as a result pupils do not learn as well as they could. Work is not planned well enough to meet the different learning needs of pupils and this is linked to weaknesses in the use of assessment to plan appropriate work. This means that work sometimes lacks challenge, particularly for the more able. Overall teachers do not give pupils enough responsibility for their work; for example through self-checking their work or setting and achieving short term goals for improvement.

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

23. The curriculum includes all subjects in the National Curriculum and religious education. All statutory requirements are met including appropriate provision for collective worship. The quality and range of curricular opportunities provided for all pupils are satisfactory. Since the previous inspection, the school has improved the allocation of time for the core subjects and adjusted the length of time for lessons appropriately. Daily lesson plans sometimes show timings for each stage of a lesson and this generally supports teachers well in starting lessons promptly and finishing them on time. The teaching time allocated for the foundation subjects is broadly in line with recommendations. Religious education is taught in line with the locally agreed syllabus.
24. Policies in place are generally sensible and are reviewed regularly but without sound monitoring procedures, the school cannot know for certain how well the policies are implemented. The school has adopted topics from national guidelines and this has helped to ensure that all aspects of subjects of the National Curriculum are covered. The scheme of work for each subject identifies the key learning objectives well and provides a satisfactory

framework. However, in practice, the school is unclear about how to develop pupils' knowledge, understanding and skills systematically in some subjects and as a result standards in ICT, art and design, music and design and technology are unsatisfactory.

25. The implementation of the national strategies for teaching literacy and numeracy is good and basic literacy and numeracy skills are taught well. Opportunities to use literacy skills in other aspects of the curriculum occur frequently and to a greater extent than numeracy, although the use of numeracy is satisfactory.
26. The curriculum is enriched successfully by educational visits and visiting speakers. For example, local artists and authors such as Steve Unwin and Julia Jarman have visited to talk about their work. Visits such as those to Luton museum, Wellingborough theatre and Bedford Cinema are used well to enhance the curricular provision. Extra curricular activities have significantly improved since the last inspection and are impressive. They provide pupils with very good opportunities before, during and after school and include sport. All pupils have access to them. For example, there is netball, lunch-time football organised by premier soccer, a computer club and daily breakfast and after-school clubs.
27. The provision for personal, social and health education (PSHE) is satisfactory and statutory requirements are met. Health issues are taught through science, and include sex education and the misuse of drugs. An annual visit from the Life Bus is used well to support the PSHE curriculum. During the inspection, the school nurse gave the pupils a useful talk on sun safety. Parents are appropriately kept informed and involved.

28. Provision for pupils who have special educational needs is satisfactory throughout the school. The SEN policy, which has been recently reviewed, is appropriate and pupils' IEPs set satisfactory targets to help them make progress in their learning. Regular reviews take place and include comments from parents. Pupils with statements of SEN receive the support to which they are entitled.
29. All pupils have equal access to the curriculum but work is not always sufficiently planned to fully meet their differing learning needs, except in literacy and numeracy.
30. There are very good links with the community. Local ministers help the school to celebrate important events in the Christian calendar such as Christmas and Candlemas as well as regularly leading assemblies. There are visits from the police and fire brigade to talk about safety in the home and at play. A local librarian visited the school earlier this year as part of World Book Day. Pupils take part in the Bedfordshire festival of song and dance and participate in local sporting events. The school's Friends Association effectively raises funds for the school through a variety of means, many of which involve the community; for example, fetes, quiz nights and firework displays
31. Links with partner institutions are good. The school makes sure that the transfer arrangements for children from the lower to the middle school support them well. Joint training sessions are organised for staff to ensure a smooth transfer for pupils in terms of curricular provision and joint activities, such as visits to the Ouse Valley art week and an Evacuees day, help to cement relationships. There is a strong sense of school community that is very supportive and welcoming and serves everyone well.
32. In the previous inspection the curriculum promoted pupils' personal, including spiritual, moral, social and cultural development effectively. This inspection finds that overall it is satisfactory, with some good aspects and some weaknesses mainly in those subjects where standards of attainment are unsatisfactory and where teachers lacks sufficient knowledge of subjects that would normally be expected to contribute usefully to these aspects of pupils' development.
33. Provision for pupils' moral and social development is good and provision for pupils' personal, spiritual and cultural development is satisfactory.
34. Pupils are very clear about right and wrong and are keen to behave well. The school has high expectations of pupils' behaviour and they respond very well. The role models provided by staff and the good relationships they promote effectively support the pupils' moral development. Pupils have clear and firm expectations of themselves and each other in terms of their behaviour and their attitude to work. They have written their own Children's Charter, which sets out their rights and responsibilities. They give learning the seriousness it deserves.

35. Provision for social development is good and this is a similar finding to the previous inspection. There are good relationships between adults and pupils. Empathy with the needs of others is fostered and is demonstrated in the kindness shown by all pupils to the pupil with cerebral palsy. Pupils are helpful and supportive of each other. For example, pupils in all age groups are willing to share materials, help each other and work together. They work collaboratively with each other on activities such as scientific investigations in Year 3/4 and role play activities in the Foundation Class. Good opportunities are given for them to develop their social skills through their involvement in school clubs and visits and in organising activities for the Summer Fete. Pupils have several opportunities to help in school including setting up for assembly and taking registers to the office
36. It was reported in the previous inspection that pupils' spiritual development received more attention than in most schools; this is not now the case. This aspect is not sufficiently planned for and does not emerge well through subjects, such as, art and music, or through aspects of school life, such as assembly and religious education. The daily assemblies offer opportunity for pupils to share time together and to celebrate achievement and the school meets the requirements of a daily act of collective worship. However, pupils do not have enough opportunities for stillness and reflective silence. Opportunities to reflect on spiritual themes in curriculum subjects are not planned well and as a result are not often developed in lessons.
37. The provision for pupils' development of their knowledge of their own culture is seen well in some subjects, educational visits and visitors to the school. For example, pupils study Britain after 1930, make visits to museums and learn about the history of the local area. Their wider cultural awareness is promoted to some extent through geography and history; for example, through a study of St Lucia in geography. However, it is not promoted well through art and music. Appropriate opportunities are given to celebrate the traditions of other cultures; for example through Chinese New Year and Diwali. Pupils visit the mosque in Bedford as part of their religious studies and this helps them to develop an understanding of cultures and religions other than their own.

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

38. The school provides a caring and emotionally secure environment for its pupils, in which they can thrive. The all-embracing nature of this is expressed in the term "wraparound care" that the school uses, reflected for example in the support the school has provided for its after school club. The school has appropriate formal procedures in place and these ensure a satisfactory standard of care for its pupils, except in its use of assessment data. The school has appropriate procedures for child protection in place and these are fully communicated to staff in the school. The school keeps appropriate records on pupils where there are particular causes for concern. Pupils are encouraged to take responsibility for their own safety. Routine health and safety procedures are in place and formal risk assessments of the school site have been carried

out. No unsafe practice was seen in lessons during the inspection. The school takes appropriate care of its pupils and this has a positive impact on standards.

39. A lack of assessment procedures was a key issue at the last inspection. The school has worked hard to establish procedures for monitoring pupils' academic development in English, mathematics and science and more recently for monitoring pupils' performance in other subjects. Procedures are therefore satisfactory overall. A whole raft of assessments is undertaken. There are effective systems for tracking pupils' attainment and progress in English and mathematics. Data is collected as a result of regular assessments in these subjects, and predictions are made about possible future levels of attainment. Appropriate targets are set and shared with the pupils and parents. Portfolios of pupils' work are in place for English, mathematics and science and are appropriately annotated and levelled. The results of national tests are analysed, and weaknesses identified; for example in reading. Work is then tailored to improve those areas. All pupils have an IEP identifying areas for development in English, mathematics and science and indicating how they can be achieved. The head teacher regularly reviews pupils' work and gathers information on what they have learnt. The school is spending a great deal of time on assessment procedures and would benefit from reviewing all assessment and record keeping systems that are in place and those developing, to gain a better understanding of how useful and manageable these systems are or are likely to be.
40. The use of assessment to inform planning and ensure work is well matched to pupils differing needs is unsatisfactory as it was at the time of the last inspection. Assessment is used effectively to inform planning in literacy lessons and as a result contributes well to pupils' progress in these subjects. However, it is not used well in all other subjects and as a result many pupils do not always make the progress of which they are capable.
41. Assessment procedures in the foundation stage are well developed. Baseline assessments are undertaken and detailed records are kept of all the areas of learning. These records give a clear picture of each child's academic progress and personal development. However, this information is not used well to target children's specific learning needs and as a result children do not always achieve as well as they should.
42. There are effective systems for assessing the attainment of pupils with SEN and information from these is used to prepare IEPs to guide their work. The school undertakes regular reviews of IEPs and this ensures that teachers and support staff are clear about what pupils need to learn next.
43. The school makes satisfactory provision for the personal support and guidance of pupils. Teachers are making real efforts to know their pupils well and to treat each as an individual. The school has satisfactory formal procedures to monitor pupils' academic progress using a variety of national and local forms of assessing attainment and progress. This process starts with the youngest pupils and continues throughout their time in school

44. The monitoring of pupils' personal development is usually informal, but the small size of the school and the low numbers of pupils in each class mean that teachers do know their charges exceptionally well. This means that they are able to keep track of pupils' personal and emotional development well and to address any problems that emerge. A good example was the way the head teacher and other staff were able to support a pupil who was upset by the recent death of her dog, with the approach reflecting the maturity and understanding of that individual pupil. Parents commend this aspect of the school's work. The comments in the written reports last year included some perceptive entries. Staff have a weekly session which provides an opportunity to review progress being made by individual pupils and to identify any problems. The school's support for pupils is assisted by the formal provision for PSHE. There is a sharing assembly, at which pupils' achievements are celebrated, each week. The school's induction procedures help to provide its youngest pupils with a stress-free introduction to education, and Year 4 pupils are helped to look forward to their move to middle school when the time comes; parents believe that the school prepares the children very well for this transition.
45. The school has good procedures to monitor attendance. If a pupil is absent without a reason having been received, parents are telephoned. The attendance registers are kept properly and the educational welfare officer involved as necessary if problems arise.
46. The school has a behaviour policy, which contains brief statements on bullying and racial harassment. Procedures to monitor and promote behaviour are good. There is effective and consistent implementation of the school's behaviour policy. However, the whole school community is aware of the expected standard of behaviour, and the strength of these expectations is as important as the formal rewards and sanctions in eliciting good behaviour in this small school. Pupils know exactly what is expected of them and usually try to comply. The school has specific provisions to help the few pupils who find it difficult to do so, through for instance the use of individual pupil daily lesson report plans, detailed behaviour sheets that are sent home for parents to see.
47. Overall, the quality of the school's provision for the care of its pupils has been maintained since the last inspection of the school.

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

48. Parents are exceptionally pleased with all aspects of the school's provision, with virtually no dissenting voices. They appreciate the way the school is managed, the teaching, communications and accessibility, and believe their children benefit in all respects from attending it. Overall, parents' views of the school are quite outstanding and must be judged excellent.
49. These supportive and positive views have in part been created by the school's effective links with parents. Each summer the school sends a questionnaire to

parents seeking their views; the 2000 version was well constructed and useful. There are opportunities every half term for parents to come into school to see their children's work and a consultation with the class teacher termly. Parents receive advanced notice of curriculum topics and there is usually a presentation on a curriculum area at the annual governors' meeting with parents; recent examples have been PSHE and numeracy. Other meetings are held during the year, recent examples being foundation years and drug awareness. There is a good monthly newsletter on the life of the school. The Governors' Annual Report to parents is a massive document, extending to 19 A4 pages in 2000; it would be possible to slim it down significantly without losing content. The format of the written reports on individual pupils' progress is satisfactory. They could provide more information on how children are actually progressing and targets for future development, rather than just listing curriculum coverage. The quality of information to parents is good.

50. Parents support their children's work by helping with homework, particularly by hearing them to read on a regular basis. All parents do feel that they can contact the school with any problems or suggestions and that they will be listened to. Relatively few parents help in school. The friends association organises social and fundraising events. Parents help with extra curricular activities; three fathers run the cricket club whilst several mothers help to supervise the after school swimming sessions. The parents of pupils with special educational needs are given an appropriate involvement in the reviews of their progress. A high proportion of parents have signed the home school agreement. The contribution of parents to the children's learning is good. Parents of SEN pupils are involved in the education of their children regularly and appropriately through IEP and statement reviews. The quality of the partnership with parents has been maintained since the last inspection of the school.

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

51. The leadership and management provided by the head teacher and key staff is satisfactory overall. The head teacher's leadership is good. She has a clear vision of how the school should support pupils in their academic and social development and the school's aims are reflected well in all its work. She continues to provide conscientious leadership as she did at the time of the last inspection. In spite of the school's many problems related to changes in staff and staff illness in the recent past she has managed to retain parental confidence and continued to provide a satisfactory level of care for the pupils. She has ensured that the school's standards in English, mathematics and science have continued to rise under her leadership. The literacy and numeracy strategies have been implemented well under her direction and she has ensured that all new teaching staff have the expertise to teach them effectively in order to maintain the school's high standards. Through her commitment, initiatives such as breakfast club and the school's extra curricular activities, have been successful. As a result of her hard work, the school has a good standing in the community and the community actively supports and enriches the work of the school. She has monitored teaching across the school,

evaluated work and ensured procedures are in place to assess pupils' attainment and progress. However, aspects of these are not always as effective as they could be. This is because of the demands on her time and occasionally a lack of a clear understanding of requirements. For example, marking was highlighted as an area for improvement for one teacher but because this has not been followed up rigorously, pupils have not been alerted to errors in spelling and presentation and this does not serve them well.

52. A key issue from the previous inspection was that the curricular responsibilities held by the head teacher should be reviewed to allow more time for regular monitoring of the curriculum and of the quality of children's work and although improved, this remains an area for further development. There is no deputy head teacher or senior management team to support her in managing the school and she teaches each morning and some afternoons.
53. Curriculum co-ordination is satisfactory overall. However, the recent changes to staffing, including the appointment of curriculum co-ordinators who are also part time class teachers has had a negative impact on the management of teaching and the curriculum in some subjects such as design and technology, ICT, art and design and music. Co-ordinators have not yet had sufficient training or guidance in their areas of responsibility to help them fulfil their roles and responsibilities with confidence or competence. However, staff have a good commitment to the school and are prepared to undertake further training in the new academic year in order to fulfil their roles and improve standards in subjects, which are weaker. Their desire to do the job well is commendable.
54. The governors fulfil their statutory responsibilities well. They show a commitment and a sensitivity that supports the school community well. Governors make regular visits to the school and this helps them to keep a satisfactory overview of the curriculum and school life. They have a good understanding of the strengths and weaknesses of the school and have supported the head teacher well through the recent staffing changes. Their role in shaping the direction of the school is informed by visits to school, attendance at courses and involvement in the school's improvement plan. They need to work more closely with the head teacher to ensure she has enough time to set about improving standards in subjects, which are weak. They have ensured that performance management is in place and have set clear targets for the head teacher.
55. Since the previous inspection there has been a good improvement in the school's development planning, priorities are clearly identified and timescales set. However, occasionally the identified objectives do not define precisely what needs to be done to raise standards. For example, a weakness in the monitoring of teaching and learning has led to inappropriate objectives in terms of the curriculum and success criteria. The improvement plan reflects the school's aims well and the school is set to carry out the work that is necessary to make sure that policies are implemented fully. It is clear that a move to improve this aspect of the school's work has begun through an early

understanding of self-evaluation. The school's priorities for development are good and the methods by which they are to be achieved are satisfactory.

56. The leadership and management of SEN, by the head teacher, is satisfactory. A clear policy for SEN is in place. There is a named governor and all governors are kept well informed of the school's provision through termly meetings. Day-to-day provision meets requirements and the stated pupils' needs are catered for appropriately.
57. The school currently has one newly qualified teacher (NQT) on its staff, who provides a third of the total teaching hours and is the only full-time teaching presence in the classrooms. The school has made appropriate arrangements for her to receive support, mentoring and on going training, given the constraints of a small school and a staff who are almost all new. Other teachers new to the school receive good support from the head teacher.
58. There is satisfactory strategic use of resources, specific grants and other school funds. Financial planning is good and is linked well to the educational priorities of the school improvement plan. There is a strong commitment to ensuring a good level of staffing through the governors' staffing strategy group. The building programme is well considered and has significantly improved conditions since the previous inspection and aims to better meet the needs of pupils and staff. The head teacher and the governing body implement best value practices satisfactorily through feasibility studies and tenders. The school's use of modern technology is satisfactory. The funds designated for SEN are used appropriately to meet pupils' learning needs.
59. Routine financial control and administration are good and the part time administrator fulfils her duties very well. The school accounts were audited in 1998 and all recommendations have been followed up and dealt with appropriately.
60. The school's current large under-spend is due to additional government funding which arrived late in this academic year. The governing body is very clear that monies should always be spent on pupils currently in the school and intends to use the money productively to support further developments in teaching and learning and improvements to the building as it did with the previous year's large under spend. The expenditure per pupil for the current year is unusually high as a result of the additional funding mentioned above. Generally, although unit costs are high, they are in line with the average for small schools in Bedfordshire. With the staffing situation more settled, the school is once again in a position to re-consider the head teacher's duties and teaching commitment to better meet the needs of pupils and staff. The school provides satisfactory value for money.
61. There is a sufficient match of teachers and support staff to the demands of the curriculum. Support staff make a satisfactory contribution to pupils' learning and enable pupils to be supported in small groups or individually. Resources for learning are adequate overall and good in mathematics and music. The group

reading books and the selection of big books are of good quality. However, a good number of the books in the library are old and contain information, which is out of date. Accommodation is satisfactory overall. The external accommodation is good; there are sufficient hard play areas, a good-sized field, an environmental area and a heated swimming pool. However, internally the accommodation has some inadequacies. Owing to the open plan nature of the main building; noise from one group or activity often impinges on pupils working nearby. The arrangement of computers in the staff room does not support a satisfactory learning environment as pupils sit in cramped conditions in and around the staff room furniture and the school hall is slightly too small to allow the full physical education curriculum to be delivered effectively.

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

In order to raise standards and enable pupils to make further progress, the governing body, head teacher and staff as a whole team need to: -

### **Improve standards in ICT, art, music and DT at both key stages by: -**

- Carrying out improvements in ICT as indicated in the SIP.
- Improving teacher expertise in order to challenge pupils more effectively by ensuring all staff receive appropriate training.
- Ensuring ICT becomes an integral part of other subjects by planning for it as part of lessons.
- Planning lessons in greater detail, particularly with reference to the development of skills.
- Developing the roles and responsibilities of subject co-ordinators.

Paragraphs: - 4,5,9,24,80,88,91

### **Ensure that information from the school's wide range of pupil assessments is used to inform planning by:-**

- Ensuring assessment procedures already in place are useful in raising attainment and progress through a careful evaluation of their effectiveness as a tool to inform planning.
- Using assessment information to provide work that is challenging and helps pupils to build on what they already know.
- Providing work which matches the needs of pupils of differing prior attainment more clearly

Paragraphs: -9,22,40,41,62,79,83,88,94,97,98

### **Ensure that procedures for marking pupils' work are used effectively to improve work by: -**

- Making comments that tell pupils what they have done well and what they need to do to improve
- Ensuring improvements are made as a result of marking by checking pupils' work.

Paragraphs: -21,51,73,83,93

### **Provide opportunities for pupils to use their initiative in lessons and have greater responsibility for their own learning by:-**

- Providing more opportunities for children to make choices and take more responsibility for their own learning;
- Giving pupils opportunities to discuss how they can solve problems and overcome difficulties
- Ensuring that all lessons are not heavily teacher directed by giving pupils more opportunities to learn independently

Paragraphs:-21,22,79,83,91

### **In addition the school needs to: -**

- Monitor teaching and learning to ensure improvements are secured as a result of targets set.

Paragraphs;- 51,75,113

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 20 |
| Number of discussions with staff, governors, other adults and pupils | 12 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 0         | 25   | 75           | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 0       | 51      |
| Number of full-time pupils known to be eligible for free school meals | 0       | 0       |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 1       |
| Number of pupils on the school's special educational needs register | 0       | 4       |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5            |
| Pupils who left the school other than at the usual time of leaving           | 3            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.3 |
| National comparative data | 5.2 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0   |
| National comparative data | 0.5 |

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

### Attainment at the end of Key Stage 1

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 3    | 4     | 7     |

Test and examination data is excluded from inspection reports where the year group size is ten or fewer.

**Ethnic background of pupils**

|  | No of pupils |
|--|--------------|
| Black – Caribbean heritage                   | 0            |
| Black – African heritage                     | 0            |
| Black – other                                | 0            |
| Indian                                       | 0            |
| Pakistani                                    | 0            |
| Bangladeshi                                  | 0            |
| Chinese                                      | 0            |
| White  | 97           |
| Any other minority ethnic group - mixed race | 3            |

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y4**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 3.1  |
| Number of pupils per qualified teacher   | 15.8 |
| Average class size                       | 16.3 |

**Education support staff: YR – Y4**

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 45 |

**Exclusions in the last school year**

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

**Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

|  | £      |
|--|--------|
| Total income                               | 166445 |
| Total expenditure                          | 167729 |
| Expenditure per pupil                      | 3647   |
| Balance brought forward from previous year | 31284  |
| Balance carried forward to next year       | 30000  |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 46 |
| Number of questionnaires returned | 28 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 79             | 21            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 64             | 36            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 93             | 7             | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 38             | 54            | 8                | 0                 | 0          |
| The teaching is good.  | 57             | 43            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 59             | 41            | 0                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 89             | 11            | 0                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 68             | 32            | 0                | 0                 | 0          |
| The school works closely with parents.   | 67             | 30            | 4                | 0                 | 0          |
| The school is well led and managed.  | 75             | 25            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 64             | 32            | 4                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 50             | 43            | 7                | 0                 | 0          |

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

62. Children usually enter the Foundation Class in the term after their fourth birthday with younger children attending mornings only and older children attending full time. Most of the children have had pre-school experience, many in the attached playgroup. The attainment of the children on entry is wide but is above average overall. Children are taught in the Foundation Class in the mornings and in the afternoons they work either with pupils in the class for Year 1/2 pupils or in a small group with a classroom assistant who works under the direction of the class teacher. When working with pupils in the class for Year 1/2 pupils they tend to receive a Key Stage 1 curriculum that is insufficiently adapted to meet their needs. For example, in science and music they have to listen for long periods of time to work directed at the older pupils and have limited access to practical activities. However, when taken by the classroom assistant for activities such as art and physical education they receive appropriate attention to their needs based on practical activity. The curriculum is planned to cover all the areas of learning and good use is made of assessment to identify what children have learnt and the progress they have made. However, this information is not always used effectively to plan specifically for the next steps in their learning. By the end of the Foundation Stage, most children exceed the early learning goals in communication, language and literacy, mathematics, personal social and emotional development and physical development. They meet the early learning goals for knowledge and understanding of the world and creative development. Overall children achieve satisfactorily in relation to their prior attainment.

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

63. Children enter the Foundation Class with well-developed personal and social skills, and by the time they leave they exceed the Early Learning Goals in this area of learning. Achievement in relation to their prior abilities is satisfactory. This area of learning is appropriately planned and there are opportunities for children to try new activities and initiate ideas. For example, when playing in the sand and water children developed their own ideas of the story of the Little Mermaid. The children work and play well together and are willing to take turns and share fairly. For example, in a mathematics lesson seen they were willing to share their resources for measuring and worked well alongside each other. They move between activities sensibly, and clear away efficiently at the end of lessons. They develop good levels of concentration, and are interested in their learning. The adults in the class provide good role models, and set high expectations of behaviour. There are good friendly relationships between adults and children and thus the children gain confidence to express their feelings and develop their own ideas. Teaching is satisfactory and sometimes good in this area of learning and children's personal, social and emotional needs are well catered for.

## **Communication, language and literacy**

64. By the time children leave the Foundation Class they reach the Early Learning Goals in this area, with a good number of children working at the early levels of the National Curriculum. They enter school with above average skills, and the school makes good use of the literacy strategy to develop those skills in an appropriate and progressive manner. Younger children join in the whole class introductory session and then engage in appropriate activities supervised by the nursery nurse and teacher. Children enhance their knowledge of sounds, and sort objects easily according to their initial sound. This phonic knowledge helps them with their reading, and the majority of children recognise all their sounds and read simple words. Some higher attaining children build up three letter words linked to their story about Zing the Bug. They enjoy this activity and put a good amount of intellectual effort into it. They all enjoy books, handle them correctly, and know that print carries meaning. Most children read simple texts competently and use their developing phonic skills to help them with unknown words. The majority know how to write letters of the alphabet but not all are formed correctly. They sequence words correctly to make a sentence, and all know how to write their own name. Teaching is good. Staff have good relationships with the children. Lessons are well planned and there is a good focus on the teaching of basic skills. Group work is used well to focus on activities such as word building for the older children and play activities for the younger ones. However, better use could be made of the nursery nurse during whole class sessions and greater attention could be given to correct formation of letters in hand writing sessions.

## **Mathematical development**

65. All the children are familiar with numbers to at least twenty, and can add and subtract simple numbers. Higher-attaining children carry out simple calculations mentally, while others use their counting skills to get the right answer. They recognise the difference between short and long, heavy and light and measure accurately using non-standard measures such as crayons. Most can calculate one less than and one more than a given number. They will achieve the Early Learning Goals with a good number of children working at the early levels of the National Curriculum. Achievement is satisfactory, and by the time they leave the Foundation Class, children all have a good grasp of number. Teaching is good. Good use is made of the numeracy strategy to develop children's awareness and understanding of number and measurement. The work is well planned to meet the needs of the children, and appropriate practical activities are set during group work. Occasionally however, the pace of lessons slow and the expectations of what children can do is not high enough so they do not always make the gains of which they are capable.

## **Knowledge and Understanding of the World.**

66. Many children have a well-developed general knowledge of the world about them, and attain the required standard by the end of the Foundation Stage. In science lessons they use magnifying glasses to examine the seeds the teacher

has brought in. They recognise and name parts of a fruit such as seed, skin and flesh. Most use the computer and demonstrate a good level of competence in the use of the mouse to move icons around and place them on the screen. They learn about the world around them through their use of the role-play area as a travel agency. Good use is made of water and sand to enable children to explore their different qualities. They have used their senses to look at similarities and differences, patterns and change. Through their work on healthy eating they have learned the importance of washing their hands before they eat. Teaching is satisfactory overall, although some aspects are aimed more at Year 1/2 pupils; for example the science lesson on seeds. Children's achievement in this area of learning is satisfactory.

### **Physical development**

67. Children in the Foundation Class are well co-ordinated, move with sound control of their bodies, and have a well-developed sense of space. When in the out door play area children ride bikes, run, use skipping ropes and play with balls. Most are competent in the use of this equipment although some have difficulty in using the vehicles, as they are rather small in relation to their size. Most can throw and catch balls and bounce them with an appropriate level of skill. They enjoy opportunities to use the school swimming pool and are confident in the water. Some children already move around in the water unaided. Children handle small tools such as scissors and glue sticks with precision, and generally have satisfactory hand control when writing and drawing. All children will attain the Early Learning Goals by the end of the Foundation Stage and their achievement is satisfactory. Teaching is satisfactory overall. Appropriate provision is made for physical development through both indoor and out door activity.

### **Creative development**

68. Children have sufficient opportunities to sing songs within the classroom but there are few opportunities for them to handle percussion instruments; for example, when they join Key Stage 1 for music lessons. Children explore colour, texture and shape through the use of collage, paint and modelling materials and they develop their own ideas and use their imagination through the range of materials on offer. For example, the teacher provides good opportunities for imaginative play using shells, sea creatures, buckets and spades and this helps the children to create their own stories based on their work on the Little Mermaid and to role play being travel agents. By the end of the Foundation Stage the majority of children are likely to attain the Early Learning Goals and their overall achievement in this area of learning is satisfactory. Teaching is satisfactory except when they join Key Stage 1 for music where their needs are not well met. Children are very keen to make their own response to the activities on offer and these are appropriately planned and organised.

## **ENGLISH**

69. The school has small numbers of pupils in each year group and this makes comparisons with national averages statistically invalid. Results over a period of time provide a better indicator of performance and for the three year period 1998 to 2000 they show rising standards in reading with a slight dip in the year 2000 and fluctuating standards in writing. However, standards have remained above and sometimes well above national averages during this period. Inspection evidence indicates that pupils currently in Year 2 are attaining standards that are well above national expectations in reading and writing. This is an improvement since the previous inspection when standards were found to be above expectations. The school tackles issues of attainment promptly on analysis of test results. For example, in the year 2000 national tests performance in reading dropped. In the year prior to these tests the school had adopted a reading strategy, which involved mainly group reading with very limited individual reading. The school now uses a combination of both approaches and results have improved again this year. Pupils are achieving well and this is due to good teaching and secure implementation of the literacy strategy. Pupils in Year 4 have experienced some turmoil in respect of the number of teachers they have had in the last two years. This has adversely impacted on their attainment overall and they are currently working above, rather than well above the expected level and their achievement is satisfactory.
70. Standards in speaking and listening are above expectations by the end of Year 2 and in Year 4. Pupils are given sufficient opportunities to develop their skills through contributions in whole class sessions, in pairs and in small groups. In Key Stage 1, pupils speak confidently and are keen to contribute their ideas. For example, in literacy lessons they find a good selection of words with 'oa' and 'ow' in them such as 'yellow, throat, shadow and glow'. They enjoy re-telling the sequence of happenings in a poem and articulate clearly what they remember. Pupils in Year 3 and 4 answer questions in a relevant manner and are able to express their points of view on the text they are reading. They use technical vocabulary such as 'adjectives' and 'exclamation marks' appropriately. In their response to story extracts, they show a developing understanding of inference and deduction. The way in which the teacher values what pupils have to say encourages them and gives them confidence to express points of view. However, there is no scheme of work that clearly identifies how pupils will develop their skills as they move through the school, in order to promote greater progress. The school makes insufficient use of role-play and drama to develop the speaking and listening skills of pupils.'
71. Standards in reading are well above the nationally expected levels by the end of Year 2, and above expectations in Year 4. Achievement is good in Years 1 and 2 and satisfactory in Years 3 and 4. Pupils use a wide range of texts, both fiction and non-fiction, as a result of the implementation of the national literacy strategy. Parents support their children well through regular reading at home. Teachers use guided reading in many literacy lessons and the school has an appropriate strategy for ensuring that this helps to develop pupils' skills progressively. Appropriate emphasis is placed on the teaching of phonics in the literacy hour. For example, pupils in Key Stage 1 find words with the 'oa' or 'ow' sound and are able to discriminate between the two in the words chosen. Most

children use these skills effectively when reading. Pupils in Year 1 read well and have very good levels of accuracy. They say what they like about stories and many predict what will happen next. By Year 2, higher attaining pupils read fluently and with good expression. They have a range of favourite authors and explain why they like them. For example, one pupil likes Tony Ross and Francesca Simon because they write funny stories. They know how to use and retrieve information from books. Average and lower attaining pupils read competently and are able to re-tell stories. However, many have a limited understanding of how to use the library or how to access information from non-fiction books. By the end of Year 4 higher and average attaining pupils enjoy reading to themselves and have a selection of favourite authors. Although most are good readers, they do not always have an awareness of the range of strategies available to help them improve; for example, using their knowledge of sounds or illustrations. Most have a good idea of how to use non-fiction books to access information. However, they make only limited use of the library or ICT to find information relevant to the topics they are studying.

72. Standards in writing at the end of Year 2 are well above expectations and in Year 4, above those expected nationally. Achievement is good in Years 1 and 2 and satisfactory in Years 3 and 4. Writing skills are developed well across the curriculum. For example, pupils have good opportunities to write up their experiments in science, write accounts in history and descriptions of countries in geography. Higher attaining pupils in Year 1 write sentences using capital letters and full stops and are beginning to make use of descriptive words in their work; for example, 'a silver knife'. Average and lower attaining pupils write simple sentences that are correctly sequenced. By Year 2, most pupils write sentences that are correctly punctuated and include descriptive words to add interest. Spelling of regular words is correct. They are developing an awareness of their audience and are beginning to make good use of the appropriate form in their writing; for example writing poems. Lower attaining pupils write simple stories that are appropriately sequenced and common words are spelt correctly. They make some use of capital letters and full stops, but this is inconsistent. By the end of Year 4, pupils write for a variety of purposes. For example, they write letters of persuasion, complaint and congratulations. For higher attaining pupils, punctuation to mark sentences is well established and some use is made of punctuation within sentences. Increasing use is made of interesting vocabulary and complex sentences to give variety to their writing. Lower attaining pupils punctuate sentences appropriately and ideas are developed sequentially. Spelling of common and regular words is good and regular spelling homework helps this. Handwriting is generally clear and well formed and there is an appropriate emphasis placed on the teaching of it through regular whole class practice. However, presentation skills are not good and there is not enough emphasis placed on this in the class for Year 3/4 pupils with pupils sometimes being praised inappropriately for the quality of their work .ICT is used satisfactorily to word process pupils' written work.
73. The teaching of English is good in the class for Year 1/2 pupils and satisfactory for pupils in the Year 3/4 class. This is an improvement in Years 1 and 2 since the previous inspection. Teachers have good subject knowledge, plan a wide

range of activities and ensure that work is well matched to pupils' abilities. All teachers manage pupils effectively and consistently; this contributes to their learning and helps them to stay on task. Support staff are well deployed and make an effective contribution to pupils' learning. In the lessons seen teachers used questioning effectively to help pupils develop their understanding and give them opportunities to explain their thinking. For example, in a lesson for pupils in the Year 3/4 class, questioning such as – “What clues do you get from the text? Which parts are building up tension?” - helped pupils develop skills of inference and deduction. In most lessons, pupils' contributions are valued and this motivates them to contribute their ideas and stimulates them to be imaginative. The literacy strategy is well used and lesson objectives are shared with the class so that they are clear about what they are expected to learn. In a lesson for pupils in the Year 1/2 class, the learning objectives were revisited at the end of the lesson so the pupils were clear about what they had learnt. This lesson also had a good brisk pace, which kept pupils motivated and interested. Where teaching is satisfactory, as in Year 3/4, whole class sessions tend to be over-long and activities, such as group reading sometimes too difficult for the abilities of the pupils. This affects their fluency and confidence. Although work is regularly marked, it is not used well to set targets for improvement in the short term. Sometimes work is praised inappropriately and it is generally untidily presented. In all lessons, pupils with special educational needs are given tasks to match targets on their individual action plans. This ensures they play a full part in the lesson, and pupils achieve well.

74. Opportunities to develop literacy across the curriculum are good particularly in science, geography and history. For example, in geography pupils in Year 3/4 write detailed descriptions of the physical and human features of St Lucia.
75. The co-ordination of English is good. The head teacher is currently the co-ordinator and has already made a good contribution to improving assessment procedures to ensure standards are raised. There is now a portfolio of pupils' work to help teachers with their assessments. Through assessment of pupils' writing in Year 2, targets have been set and these are used when planning lessons. While appropriate reading records are kept, they do not indicate clearly the strategies needed to help pupils improve. The quality of teaching has been monitored and teachers have been given helpful guidance. This now needs added rigour to focus on specific aspects, which will raise the quality of teaching further.

## **MATHEMATICS**

76. Standards of attainment in Year 2, and, when pupils leave the school at the end of Year 4, are above the national average. The National Numeracy Strategy is used well to help the majority of pupils make satisfactory progress, including those pupils who have special educational needs. The school has small numbers of pupils in each year group and this makes comparisons with national averages statistically invalid. Results over a period of time provide a better indicator of performance and the three-year period 1998 to 2000 shows that

standards have risen and remained high in comparison with both national averages and those of similar schools.

77. Young pupils sort shape and objects, sequence numbers and letters of the alphabet with good accuracy. By the end of Year 2, they count on easily in threes and fives. They work on shape, identify the longest and shortest sides and use symbols with good understanding. Higher attaining pupils understand place value to three digits and carry out multiplication sums involving the three and five times table. Pupils in Year 4, learn multiplication tables well and successfully build on earlier work on shape and symmetry. They know how to add four digit numbers using a variety of strategies. However, from the analysis of pupils' work and displays it can be seen that not all pupils are working at a high enough level, particularly the more able. Presentation of work is not as good as it could be.
78. In the previous inspection a key issue was to raise standards in mathematics for the infant pupils and improve teachers' expertise in the subject. Mathematics needed to be given a more central place in the curriculum and the more able pupils made less progress than they should. This inspection finds that good improvement has been made and many of the key issues have been addressed well. The subject is not yet used sufficiently well across the curriculum and the important concern about progress for the more able pupils remains
79. The quality of teaching is good. Planning is detailed, lessons are generally timed well and teaching generally takes pupils from one stage of a lesson to the next at a brisk pace. Teachers have a good knowledge of the subject. Pupils sustain concentration well and many respond to the well-paced mental arithmetic work with enthusiasm. In a lesson for pupils in the Year 1/2 class, pupils raised their number cards quickly to respond to questions and the accurate and fast paced assessment by the teacher helped pupils to show their quick thinking skills. The teacher encouraged them to re-consider their work as necessary and in this way pupils were helped to make very swift progress. Pupils showed a good interest in the work and a strong desire to do it correctly. Teachers do not use the published scheme to meet individual needs well. The follow up activity to the main lesson could have been used more effectively to help pupils record the work for themselves and improve their presentation skills rather than recording information directly into workbooks. The extension work through additional worksheets suggests that teachers do not take sufficient account of what pupils already know and the skills they need to develop. This prevents all pupils and particularly the more able from using their initiative and taking greater responsibility for their learning through, for example, self checking their work. In a lesson for pupils in the Year 3/4 class effective methods helped pupils to consolidate their learning as they counted in threes and sixes and pupils thought carefully as they worked out the answers. Pupils are encouraged to check their work and the quality of feedback from teaching supported them in knowing how well they were getting on. However, the quality of feedback through marking is less useful and is a weakness.

80. Co- ordination of mathematics is satisfactory. The head teacher was responsible for retaining an overview of mathematics until recently and has ensured all new staff are competent in the use of the numeracy strategy. The very recently appointed subject leader is also a part time class teacher. As yet she does not have a monitoring role or an overview of the subject but the school intends to develop her role in the next academic year. Her effective method of sharing the learning objectives and the day-to-day assessment in mathematics is a strength that would benefit assessment practice if applied to other subjects.

## **SCIENCE**

81. The school has small numbers of pupils each year and this makes comparisons with national averages statistically invalid. However, assessments over a three-year period indicate that standards are generally above or well above expectations at the age of seven. Inspection evidence shows standards to be above expectations for pupils currently in Year 2 and Year 4. This is a good improvement on the previous inspection when unsatisfactory standards in science were a key issue. Overall, pupils achieve appropriately.

82. In Year 1, pupils have some idea of why we find animals in specific habitats; for example, they know that some creatures live in the grass because light and dry conditions suit their needs. Pupils in Year 2 name the different parts of a plant and know that plants need water and sunlight in order to grow. They know that materials can be changed through heating and cooling. When carrying out experiments, a very few higher attaining pupils measure accurately and are developing a good idea of what constitutes a fair test while average and lower attaining pupils have a very limited idea of fair testing and are unclear about measuring accurately. By Year 4, most pupils are able to carry out an investigation and understand the importance of a fair test. For example, when testing the stretchiness of different materials they know what has to remain constant and what is changed each time. They measure accurately and use tables appropriately to tabulate results. In the class for Year 3/4 pupils, they were given good opportunities to work collaboratively on their tasks and this helped them to share ideas and develop their understanding of the task. When describing the characteristics of materials they use appropriate scientific vocabulary such as strong, flexible, transparent and opaque.

83. The quality of teaching is satisfactory overall. Teachers have sound subject knowledge and plan lessons satisfactorily to include all elements of the curriculum thus ensuring pupils receive their entitlement. In the lessons observed during the inspection there was a strong practical element and this ensured the subject was relevant and meaningful to the pupils. Pupils particularly enjoyed their investigation into the stretchiness of tights. Teachers explain tasks clearly to pupils and through effective questioning improve their understanding of the topic under discussion. For example, in the lesson for pupils in the Year 3/4 class, pupils were effectively encouraged to consider materials and their uses with questions such as 'What kind of material would be best?' 'Why?' 'Why wouldn't we use metal?' In all lessons resources are used well to help extend pupils' knowledge and understanding; for example, tights of

different thicknesses in a lesson for pupils in the Year 3/4 class and a good variety of fruits in the lesson for pupils in the Year 1/2 class. In the only lesson seen where a support assistant was used, she was well deployed to prepare resources and work with the younger pupils. Teachers make appropriate use of technical vocabulary such as diagrams, scientific skills, predictions and fair testing which helps pupils internalise the vocabulary and use it appropriately in their written work. However there are weaknesses in the teaching, which affect pupil achievement. In a lesson for pupils in the Year 3/4 class the teacher told pupils what they had to do for their experiments rather than help them put forward their own ideas for how they would carry out an experiment and what form of measurement they would use. Very limited use is made of extension activities in order to ensure that the higher attaining pupils are challenged effectively and this is linked to weaknesses in the use of assessment information. Limited use is made of marking to help pupils improve their work or focus on scientific aspects of it and there is little evidence that teachers make use of ICT to support the subject.

84. The co-ordination of science over time has been satisfactory. Currently, the co-ordinator is a newly appointed, part time member of staff and has only recently taken on the co-ordination of science. She is fully aware of the need to increase her expertise in order to co-ordinate the subject well, but she is keen and well motivated. The school is making effective use of national guidelines as a basis for its work and is using best-fit statements from the end of each unit of work to assess pupils' levels of attainment. Additionally, there are termly assessments undertaken of pupils' work in science and these are levelled and annotated. However, the school is not yet using these assessments well in order to plan work that clearly meets the needs of pupils of differing ability.

## **ART AND DESIGN**

85. Standards for pupils by the age of seven and for pupils in Year 4, are below national expectations. Pupils, including those who have special educational needs, make unsatisfactory progress throughout the school. This is because pupils do not develop their skills systematically. Pupils do not develop their knowledge, skills and understanding of the work in a sensible way to support them in art or in other subjects well. Pupils learn to make clay sculptures and the quality of work is not significantly different from Year 1 to Year 4 and it is evident that pupils have limited experience of this type of work. Infant pupils learn about the artist Paul Klee and represent their work in his style well. Pupils use close observation reasonably well to draw flowers. The crayon work is attractive and well presented. Throughout the school, examples of drawings of buildings, portraits and figures lack expression, maturity and a developing sense of creativity.
86. Improvement since the previous inspection has been unsatisfactory. Standards have declined for pupils by the age of seven. Older pupils were judged to have standards above national expectations but standards are now below.
87. A judgement on the quality of teaching cannot be made as no lessons were timetabled to occur during the inspection period. However, it is clear from the analysis of pupils' work, displays and speaking to the subject leader that there is a weakness in teaching and that the subject does not contribute well to pupils' spiritual, moral, social or cultural development.
88. Co-ordination of the subject is unsatisfactory overall. The subject leader is also the head teacher and she has had limited time to devote to it. She feels that the subject needs a new policy and that it needs to be in line with the national guidelines in use. The school has devised its own scheme of work focussing on skills development to help staff, but this is very new. Staff do not yet have sufficient expertise in the subject as the focus has been on developing skills in literacy and numeracy. The school does not yet have procedures in place for clearly assessing pupils' progress.

## **DESIGN AND TECHNOLOGY**

89. Standards for pupils by the end of Year 2 and in Year 4 are below national expectations. Pupils, including those who have special educational needs, make unsatisfactory progress throughout the school and over time. From the analysis of pupils' work and displays it is clear that pupils have some experience of aspects of the work but not enough to help them develop their knowledge, skills and understanding systematically. An overall judgement on teaching cannot be made but there is evidence to suggest that teachers do not have adequate knowledge of the subject and that weak practice in evaluation and marking do not support pupils well. In Year 2, pupils design and make a coat to fit a doll. They use a printing technique to create a repeat pattern. The accompanying worksheet shows they have identified the tools they need for the work. Older pupils design and make a function machine as a homework assignment. The models are generally well produced. However, pupils' work in school, for example, the spinners, is less well produced. Older pupils make a book in draft and then in best. However, apart from the colour of the book covers it would be difficult to tell draft from best work. This is because handwriting, sketches and presentation barely improve from one to the other. Pupils have not applied the design process to help them think sufficiently about purpose, adjustments and the finished product. Fundamentally, pupils throughout the school are unclear of how well they are performing in the subject because they are not guided through the process thoroughly.
90. Improvement since the previous inspection has been unsatisfactory. Standards have declined for pupils by the age of seven. Older pupils were judged to have standards above national expectations but standards are now below.
91. Management of this subject is unsatisfactory. Planning is broadly satisfactory and developing and the rolling programme of topics is helpful. Although a very early assessment and recording system has been implemented it would seem to be less than effective. There are several reasons for this. An appropriately swift response is necessary if pupils are to make steady progress. The school needs to return to the National Curriculum and closely study its requirements. This subject should offer good opportunities for pupils to take greater responsibility for their work and to use their initiative. However, while teaching lacks sufficient knowledge of the work it is unlikely that standards will improve.

## **GEOGRAPHY**

92. Standards of attainment in geography are satisfactory as they were at the time of the last inspection. Two lessons were observed during the inspection and additional evidence was obtained from pupils' work and teachers' planning. Pupils' knowledge of locations is developed progressively through Years 1 and 2. They learn about their village, its streets and buildings that they locate appropriately on a simple map of the area. As part of The Global Eye project, they studied the physical features of Florida and identified its sandy beaches, palm trees and hot weather. They compared and contrasted a village in Africa with the village of Keysoe. They know that many of the people in Africa still live in mud huts and have to walk from place to place whilst in England we live in brick built houses and ride around in cars. By the time pupils leave the school

they have studied the physical and human features of St. Lucia in depth. They have named specific features of the Caribbean islands on a map and used a key appropriately. They are beginning to make judgements about the environment and how it can be improved. They know geographical facts such as capital cities and oceans of the world. There is limited use of secondary resources such as books to help them find information. The achievement of all pupils, including those with special educational needs, is satisfactory.

93. Teaching is satisfactory. Teachers plan lessons appropriately to ensure the curriculum requirements are met. They use resources well to help develop pupils' knowledge and understanding. Occasionally, the teacher's own subject knowledge is insufficient for the demands of the lessons and this results in some misinformation being given. Literacy skills are used well when writing about St Lucia or how they would improve their environment. However, similar activities are given to all pupils within a class and this is sometimes inappropriate for the younger pupils and lacks challenge for the more able. Marking is not used well to indicate what pupil have done well and what they need to do to improve and this inhibits their knowledge of their learning and the progress they make over time. Pupils are given good opportunities for collaboration and enjoy working together on tasks. They show good levels of curiosity, behave very well and seek clarification on issues. This combined with a satisfactory level of teaching ensures that sufficient learning takes place.
94. Co-ordination of the subject is satisfactory. The curriculum is planned using a two-year cycle to meet the needs of the mixed age classes using newly adopted curricular guidelines. Teachers use these well to help with their planning but need further adaptation to meet the needs of specific groups of pupils. There are some assessment procedures in place but they are not yet used to inform planning or to monitor pupils' achievements.

## **HISTORY**

95. Standards of attainment at the end of Year 2 and in Year 4, are in line with national expectations as they were at the time of the last inspection and pupils achieve satisfactorily. No lessons were observed during the inspection but evidence was obtained from pupils' work and from teachers' planning.
96. By the age of seven pupils are developing a sense of chronology and are able to notice differences when comparing schools in Victorian times with those of today. For example, they know that children had to drink milk, were not allowed to speak during lessons and did not have computers. They know about important historical events such as Guy Fawkes and the Great Fire of London. Some are clear about the causes of the fire and know that Samuel Pepys kept a diary, which records the event. They have studied the lives of famous people such as Helen Keller and Florence Nightingale. By the time pupils leave the school, they know about the changes that have taken place in Britain since 1930 and know something of the food and fashion of this period. They have a sound knowledge of aspects of the Second World War and have used their literacy skills well to write a diary about a day in the life of an evacuee. In their work they have used resource material such as artefacts to find out information for their studies but other resource materials such as books and the Internet are less well used. Pupils are not given enough responsibility to find information for themselves. No judgement can be made on the quality of teaching, but teachers plan an appropriate range of activities to develop historical skills.
97. The curriculum is planned using a two-year cycle in order to meet the needs of the mixed age classes and makes satisfactory use of national guidelines. Teachers use this effectively when planning work for the whole class but do not provide a sufficient range to meet the needs of all pupils. Assessment procedures are newly in place but have yet to be used effectively to inform planning. Co-ordination of this subject is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

98. Standards in information and communication technology by the age of seven and in Year 4 are below national expectations. The initiatives to raise standards through improved provision have been too recent to have sufficient impact on standards for pupils currently in Year 2. The improved range of experiences is successfully raising the school's awareness of new technology and this positive move supports both staff and pupils in their future learning. However, pupils, including those who have special educational needs, make unsatisfactory progress over time. This is because insufficient account is taken of what pupils know due to a lack of good assessment procedures to help teachers identify this clearly. Additionally computers are frequently not used during lessons.
99. Young pupils learn how to use programs that help them to draw pictures and routes and present graphs and pictograms. For example, pupils in the Year 1/2 class have used the Roamer to plan a track by giving it a set of directions. Older pupils also learn how to input data to present graphs, to write reports in the

style of a newspaper and to layout their work using columns. They have had some experience of simulation using spreadsheets. From a young age pupils develop specific vocabulary reasonably well. Many older pupils show they have a good understanding of technical vocabulary. They have experience of using the Internet. From the analysis of pupils' work it is clear that there are useful links with other subjects, including literacy, numeracy and geography. Class rotas show that all pupils have equal opportunity to have hands on experience but it is unclear how frequently these experiences occur and whether they are appropriate to meet individual needs well.

100. The quality of teaching is satisfactory. Lessons are prompt and satisfactorily planned. Teachers are sufficiently confident in the aspect of the subject they intend to teach and think they are clear about what pupils need to learn. However, teachers do not take sufficient account of what pupils know and understand and how best to build on this from a point that meets individual needs. This was evident in a lesson for pupils in the Year 1/2 class. Pupils developed an early understanding of how to collect and present data as they learnt about a binary tree. Teachers used appropriate resources, and explained reasonably clearly how to create a binary tree using simple questions and yes and no answers. Pupils listened very well and as they began to understand the basic principle, many began to apply their knowledge to accurately sort fruit by their properties. Pupils responded to the intellectual challenge well. They continued to sustain their concentration reasonably well even when parts of the lesson confused them. In a lesson for pupils in the Year 3/4 class, pupils learned how to insert a picture into a word document and to add text. Pupils attended well at first but a few became restless and frustrated because they had suggestions and information to offer but teaching prevented them from sharing the information. It is clear that with their input, all pupils would have been supported well. Lessons do not cater for the more able pupils well. Teachers do not make the best use of accommodation or equipment. At times four pupils work at one computer. At other times one computer is used as a teaching aid and pupils sit around in fairly cramped conditions. Teachers are misguided in thinking they meets pupils' needs when they separates the year groups in a class lesson to work on different tasks. In general pupils do not have knowledge, understanding and skills at a reasonable level on which to take on more advanced learning. However, pupils who have developing skills are not helped to make the progress that could be expected of them. Until teachers properly meet pupils' needs, standards are unlikely to improve.

101. The subject leader is also a new member of staff and a part time class teacher. She is developing her role conscientiously but needs further training and more time in order to fulfil the responsibilities of her role and help to raise standards in the subject. As a result, management of the subject is currently unsatisfactory.

## **MUSIC**

102. Standards for pupils by the age of seven and in Year 4 are below national expectations. The achievement of all pupils, including those with special

educational needs is unsatisfactory. This is because pupils have too few useful experiences to support them. From the analysis of pupils' work it is clear that all pupils have had some experience of composing music and using graphic scores. From assemblies it is evident that pupils are introduced to composers, such as Chopin, and have opportunity to listen to the music as they enter and leave the hall. Few pupils seem to recognise and name the instruments used to perform the music. Pupils' skills at singing and playing instruments do not develop well. A few pupils learn how to read notation but in general they do not have sufficient opportunity to learn from demonstration, each other or to listen to instruction carefully.

103. Standards have declined since the last inspection; they have fallen for pupils by the age of seven. Standards for older pupils were above national expectations but are now below.

104. There is no overall judgement on the quality of teaching as it was only possible to observe one lesson during the inspection period. The teaching in this lesson was broadly satisfactory. The teacher organised the lesson well and managed pupils satisfactorily. She used the available resources well. The learning objective to understand texture was well chosen. However, the teacher did not make satisfactory use of time in the lesson mainly because it did not meet the needs of the pupils well. The work was too challenging for pupils and did not develop their skills, knowledge and understanding well. The Year 1 and 2 pupils attempted to respond to teaching but were clearly confused. The methods to teach the learning point were not entirely effective. Pupils behaved well and most remained attentive. They were pleased to have the opportunity to touch instruments and for some the excitement was such that they experienced difficulty keeping the instrument quiet. Pupils were more than happy to sing the song included in the lesson and sang it enthusiastically. It is evident that pupils are not supported well in the correct pronunciation of a composer's name. In view of pupils' well-developed skills in listening and speaking, their inability to quickly learn how to say Chopin would seem surprising. However, the teacher did not help pupils to pronounce the name correctly and this impacted adversely on their confidence and on their developing maturity. As a result, the mispronunciation of Chopin has become amusing and irreverent and does not support pupils' cultural development nor does it develop their skills of music appreciation well.

105. The recently appointed subject leader has significant skills and is also a part time teacher. She teaches music to all pupils but has not yet successfully assessed where pupils are in their learning and what they need to learn next. The small recorder and ocarina groups do not support teaching or learning well as they are held in the library area which is very open and the noise from the music practice distracts pupils in adjoining areas when they are engaged in quiet reading. Management of the subject is currently unsatisfactory.

## **PHYSICAL EDUCATION**

106. Only two lessons were seen during the inspection, one of which was a games lesson and the other a swimming lesson, so there was not enough evidence to make a judgement on attainment. The previous report found attainment to be in line with expectations.
107. In the games lesson seen in Year 2 pupils practised hitting the ball with the bat and improved their skill in hitting a target. Some children practised their skipping but there was a wide range of ability in this activity and as the teacher was inappropriately dressed for the activities she was unable to demonstrate or give guidance to pupils on how to improve their techniques. The initial warm-up activity was not well chosen as it led to a number of collisions. In the swimming lesson for pupils in the Year 3/4 class the teacher ensured that pupils were clear about safety rules whilst they were in the water. She gave good explanations about how to float successfully in the water and this helped pupils to develop their water confidence. The teacher used praise effectively and this helped pupils to recognise how well they had achieved. However, the teacher did not manage the pupils particularly well while they were in the water and had to raise her voice to be heard above their chatter and excitement, which meant they did not hear instructions well and as a result did not make good progress.
108. The curriculum is appropriately planned using national guidelines and ensures coverage of all the elements of the curriculum. The new co-ordinator is very keen to improve practice in physical education. As part of the school development plan, she will be able to observe practice across the school and attend courses to develop her role in order to improve learning. Accommodation for the subject is good with a field and hard playing surface. But the hall is small and will be cramped for classes bigger than the current sizes, particularly at Key Stage 2. All pupils have good opportunities to use the school pool and by Year 4 most are good swimmers. Pupils are assessed on a one to five scale against the learning objectives for each lesson but this is new and not yet used to target pupils' specific learning needs. There are currently a good number of after school clubs such as football, premier soccer, cricket and netball, which gives further opportunities for those pupils who attend to improve and develop their skills.

## **RELIGIOUS EDUCATION**

109. Standards for pupils by the age of seven and for pupils in Year 4 are in line with those expected in the locally agreed syllabus for religious education. All pupils, including those who have special educational needs, make satisfactory progress in lessons and broadly satisfactory progress over time. From the analysis of pupils' work and from discussion with staff and pupils and observing assemblies, it is clear that pupils know some stories from the Bible and have some knowledge of other major faiths. Pupils recall accounts reasonably well although they are not too clear about the main characters. For example, in attempting to recall the story of David and Goliath from a picture, a few pupils recognised and named Goliath but offered Jesus and Judas as possible names for the boy.

110. Pupils in Year 2 learn about St. Patrick and St. George, Palm Sunday, Harvest Festival and the Christmas story. Older pupils learn about the Good Samaritan, Zaccheus and important days in the Jewish Calendar. However, sometimes the work is confused with aspects of personal, social and health education, such as, the joys and dangers of water. Literacy contributes well to this subject but it is clear from the written accounts, some of which are quite lengthy, that pupils do not improve the quality of their spelling or presentation. This is because marking is not sufficiently rigorous in alerting pupils to errors in spelling or to untidy handwriting and presentation.
111. Standards in Key Stage 1 have been maintained since the previous inspection. They have improved at Key Stage 2. At the time of the last inspection formal assessment procedures were underdeveloped and did not ensure that the school met the requirements of the locally agreed syllabus. A key issue was to raise standards for the pupils in Key Stage 2 and implement the syllabus fully. This inspection finds that the full syllabus is now in place. However, formal assessment remains underdeveloped.
112. An overall judgement on the quality of teaching cannot be made because of limited evidence. It was possible to observe one lesson during the inspection period and teaching was satisfactory. The teacher was well prepared and organised and managed pupils well. Important information was given about Hindu worship and pupils paid good attention and often asked appropriate questions. She gave pupils useful opportunities to develop research skills including use of information and communication technology. A particularly useful feature was the change in the planned practical activity that provided pupils with greater challenge than to simply write an account of what the teacher had said. However, from the analysis of pupils' work and displays, it is clear that there are weaknesses. Teachers' knowledge and understanding for teaching the major world religions including Christianity is not secure. Pupils would benefit from a greater range of more imaginative work to enable them to apply what they know or think they know and to ask questions. Currently, they do not develop their enquiry skills well or use their initiative.
113. The subject leader provides satisfactory leadership in this subject. She has been successful in involving members of the immediate community to support religious education and there are some useful cross-curricular links. However further training for all staff and monitoring of the quality of teaching and learning would improve standards further.