

# INSPECTION REPORT

**Loscoe Church of England (Controlled)  
Primary School**

Heanor

LEA area : Derbyshire

Unique Reference Number : 112828

Headteacher : Mr R Passey

Reporting inspector : Mr M Newell  
10638

Dates of inspection : 1<sup>st</sup> – 4<sup>th</sup> November 1999

Under OFSTED contract number: 707182

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control : Voluntary Controlled

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Denby Lane  
Loscoe  
Heanor  
Derbyshire DE75 7RW

Telephone number: 01773 713396

Fax number: N/A

Appropriate authority:                      Governing Body

Name of Chair of Governors:                      Mr R Cuttell

Date of previous inspection:                      March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr M Newell (Registered Inspector)	English Design and Technology Information Technology Geography Physical Education Religious Education	Attainment and Progress Attitudes, Behaviour and Personal Development Teaching Leadership and Management The Efficiency of the School
Mr B Harrington (Lay Inspector)		Equal Opportunities Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and the Community Staffing, Accommodation and Learning Resources
Ms S Russam	Areas of Learning for Children Under Five Mathematics Science History Art Music	Special Educational Needs The Curriculum and Assessment Spiritual, Moral, Social, and Cultural Development

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## REPORT CONTENTS

### Paragraph

#### MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

#### KEY ISSUES FOR ACTION

#### INTRODUCTION

- Characteristics of the school 1
- Key indicators

#### PART A: ASPECTS OF THE SCHOOL

##### Educational standards achieved by pupils at the school

- Attainment and progress 4
- Attitudes, behaviour and personal development 17
- Attendance 24

##### Quality of education provided

- Teaching 26
- The curriculum and assessment 35
- Pupils' spiritual, moral, social and cultural development 45
- Support, guidance and pupils' welfare 51
- Partnership with parents and the community 58

##### The management and efficiency of the school

- Leadership and management 64
- Staffing, accommodation and learning resources 72
- The efficiency of the school 76

#### PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 84

English, mathematics and science 99

Other subjects or courses 135

#### PART C: INSPECTION DATA

Summary of inspection evidence 194

Data and indicators 195

## MAIN FINDINGS

### What the school does well

- \_.Standards in religious education exceed the expectations of the local agreed syllabus by the time pupils leave school;
- \_.The present quality of teaching at Key Stage 2 is good and is having a positive impact on raising standards;
- \_.Pupils' attitudes to work are good. They show good levels of concentration;
- \_.Pupils are well behaved and work well in pairs and small groups;
- \_.Attendance is very good and pupils clearly enjoy coming to school;
- \_.The provision the school makes for pupils' spiritual, moral, social and cultural development is good overall;
- \_.The school provides good levels of support and guidance for pupils.

### Where the school has weaknesses

- I.Presently some elements of mathematics and overall attainment in science and information technology are not at a high enough level;
- II.The provision for children under the age of five is not consistently planned around the key areas of learning and does not provide enough opportunities for structured play;
- III.There is insufficient monitoring and evaluating of teaching, learning and of test data, to allow the school to effectively set targets for improvement and help raise standards;
- IV.Not all governors are actively involved in setting the priorities of the school, monitoring progress towards them or in evaluating the cost effectiveness of major spending decisions.

**The strengths of the school outweigh its weaknesses. To raise standards further and improve the quality of provision, the areas identified as weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

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

The school has made satisfactory progress since the last inspection. Many of the major deficiencies in accommodation have been addressed and apart from the small size of the hall, which restricts pupils' development in physical education, the standard of accommodation does not hamper the quality of education the school provides. Standards have improved in history. The unsatisfactory teaching identified at Key Stage 2 is no longer an issue. In fact, the quality of teaching at Key Stage 2 is now a strength of the school. Behaviour of pupils at Key Stage 2 is now, on the whole, of a good standard. Schemes of work are in place for all subjects but some have only recently been implemented and so there is a need to ensure that schemes are rigorously followed so that prior attainment is built upon and developed. All available resources are now easily accessible to staff and pupils. The school is appropriately placed to continue the process of development and improvement.

## Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above</i> <i>A</i> <i>above average</i> <i>average</i> <i>below average</i> <i>D</i> <i>well below average</i> <i>E</i> <i>very low</i> <i>E*</i>
English	C	C	
Mathematics	C	D	
Science	E	E*	

The results of the table above show the school to be performing at an average level in English and mathematics and well below average in science, when compared to all schools. In mathematics and science the school is not doing well when compared to similar schools. Inspection findings show attainment in English to be at an average level. Pupils' number skills are secure and at an average level but other elements of the subject are not at this level. Attainment in science has improved but is still below average. This is mainly as a result of a lack of a high quality scheme of work to guide teaching. The effective introduction of the National Numeracy Strategy is already having an impact on the raising of standards of mathematics. Inspection findings also indicate that on the basis of the attainment of the current Year 4 and 5 pupils, higher standards will be achieved in all three subjects.

The 1998 test results for seven-year-olds show pupils' attainment in reading and mathematics to be in line with national averages and average in comparison to similar schools. Attainment in writing was very high in comparison to national averages and the performance of similar schools. The 1999 test results show attainment to be above the national average in reading and writing but well below average in mathematics. Inspection findings show that pupils' attainment is at an average level in reading and writing. Pupils' number skills are at an average level but attainment in other aspects of mathematics is below average. Attainment in science is below average. As at Key Stage 2, the effective implementation of the National Numeracy Strategy is already having a most beneficial impact on standards.

The fluctuating levels of attainment at both key stages can be partially explained by the natural differing ability levels of different groups of pupils. In addition, however, the school has only recently introduced a scheme of work in mathematics based on the National Numeracy Strategy. This is having a positive impact because it clearly outlines opportunities for pupils to develop their mental arithmetic strategies and to learn through problem solving. This, together with the quality of teaching particularly at Key Stage 2, indicates that standards are set to rise further.

By the time pupils leave school at the age of eleven, standards in information technology are below average. Pupils have not acquired the full range of skills across all aspects of the information technology curriculum. By the age of eleven, pupils exceed the expectations of the local agreed syllabus for religious education. The pupils have acquired a good knowledge and understanding of Christianity and other world faiths.

In art, design and technology, geography, history, music and physical education, pupils at both key stages are working at a level appropriate for their ages.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

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

During the week of inspection, six per cent of teaching was very good. Forty-five per cent was good, a further forty-six per cent satisfactory and three per cent unsatisfactory. Teaching observed was of a better standard at Key Stage 2, with most of the good and very good teaching observed at this key stage. Schemes of work are not consistently of a good quality for some areas of the curriculum and so while progress is satisfactory and at Key Stage 2 good within lessons, progress and teaching over time has not been at this same level in some aspects of mathematics and/or science and technology. Inspection findings clearly show that the teaching of effective literacy and numeracy strategies are having a positive impact on raising standards. Teaching in information technology is unsatisfactory because of a lack of teacher knowledge and expertise, appropriate resources and simply the fact that pupils have not been taught the required skills over time.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Generally of a good standard in class and around the school. Pupils are friendly and polite to visitors and helpful to one another.
Attendance	Very good and well above the national average. Pupils arrive punctually enabling lessons to start on time. Dialogue with pupils showed that they enjoy coming to school.
Ethos*	The school has a positive ethos. Pupils show good attitudes to work and are enthusiastic about learning. They show particular interest and motivation in literacy and numeracy. Relationships between pupils and with their teachers are on the whole good.
Leadership and management	Satisfactory. The headteacher and staff have a positive commitment to raising standards. Subject co-ordinators do not monitor and evaluate teaching, learning or assessment data effectively enough to have an impact on raising standards. The school development plan accurately identifies the school's areas of weakness but not all governors are involved in setting the priorities for the school and in monitoring progress towards these targets.
Curriculum	Satisfactory. The breadth of the curriculum is good at Key Stage 1 and Key Stage 2. Although children under five make satisfactory progress, the curriculum is not consistently planned around the key areas of learning. Not all schemes of work are of high quality.
Pupils with special educational needs	Satisfactory provision is made for these pupils enabling them to make satisfactory progress towards the targets that are set for them.
Spiritual, moral, social & cultural development	The school makes good provision for pupils' spiritual, moral and social development and this is a strength of the school. Provision for pupils' cultural development is satisfactory.
Staffing, resources and accommodation	Satisfactory. There are enough suitably qualified teachers and support staff to meet the demands of the curriculum. Accommodation is satisfactory overall but the library area at Key Stage 2 is too small and not conducive to personal study and research. There is no enclosed play area for children under the age of five. Resources are satisfactory overall but there are shortages in information technology, non-fiction books in the library and of appropriate play equipment for children under the age of five.
Value for money	Taking into account the attainment of children on entry to school, the quality of education provided and the cost per pupil, the school is providing satisfactory value for money.

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

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>• Parents find it easy to approach the school with any problems or questions concerning their children;</li> <li>• Most parents feel the school encourages them to play an active part in the life of the school;</li> <li>• Seven out of ten parents felt that school achieved good standards of work;</li> <li>• Many parents are happy with the amount of work their children are expected to do at home;</li> <li>• Many parents state that their children enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that the school the life of the school;</li> <li>• A significant percentage of complaints from parents well;</li> <li>• Parents would like more</li> <li>• Parents feel that there are not</li> <li>• Some parents are not happy</li> </ul>

The school works hard to involve parents in the life of the school and are happy to involve parents who can give up their time on a voluntary basis. The amount of homework the school sets is good and involves a variety of differing tasks that are appropriate to the needs and ages of children. Discussion with pupils confirms parental perceptions that their children enjoy coming to school. Procedures are in place for parents to follow should they wish to make a complaint. In the light of parental response to this issue, the school is to review its complaint procedures as a matter of urgency. Plans are in hand to ensure that channels of communication are made clear to parents, that all complaints and actions taken are recorded and that complainants are kept fully informed. The school does not consistently provide sufficient information about what is taught. Parents' perceptions are correct in the area of extra-curricular activities. Although activities are due to start up again, at present, there are limited activities that take place out of school hours and there are no opportunities for pupils to take part in any residential visits. Extensive observations and dialogue with pupils during the week of inspection indicates that, in general, behaviour is of a good standard. Discussions with a group of older pupils indicated that they have a very good grasp of the sanctions that would come into place if a pupil behaves inappropriately. All the pupils spoken to were confident that should any instance of bullying occur it would be dealt with swiftly, effectively and fairly.

## KEY ISSUES FOR ACTION

In order to improve the quality and challenge of education provided and to maximise the progress pupils make, the headteacher, staff and governors should:

### I. **Raise standards in mathematics and science by:**

- the rigorous implementation of schemes of work that clearly outline the knowledge and skills pupils are to acquire;
- providing opportunities for pupils to learn through challenging investigative and problem solving activities;
- the provision of appropriate in-service staff training to develop teachers' knowledge and expertise.

*(paragraphs 5, 6, 7, 8, 11, 31, 37, 41, 72, 111, 112, 113, 114, 115, 116, 117, 118, 120, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133)*

### • **Raise standards in information technology by:**

- the systematic teaching of the necessary knowledge and skills to enable pupils to become confident and competent computer users;
- ensuring that teachers plan opportunities for information technology to be used in all areas of the curriculum;
- improving the quality of computers and software;
- providing appropriate in-service training that will develop teachers' knowledge, confidence and expertise.

*(paragraphs 8, 12, 31, 37, 72, 81, 118, 135, 136, 137, 138, 140, 141)*

### • **Improve the provision for children under the age of five by:**

- improving the quality of planning so that it pays consistent regard to the key areas of learning;
- ensuring that children have consistent opportunities to learn through structured play;
- establishing a suitable recording system that allows staff to know how successfully children have completed activities.

*(paragraphs 4, 18, 27, 36, 42, 85, 89, 93, 96, 98)*

### • **Establishing a clear monitoring and evaluation role for the headteacher and curriculum co-ordinators that includes:**

- the observation of teaching and learning in lessons;
- the regular scrutiny of pupils' work;
- the detailed analysis of all available test data in order to set targets for improvement.

*(paragraphs 68, 80, 109, 121, 133, 141, 148, 154, 161, 168, 175, 183)*

- **Improve the effectiveness of the governing body by ensuring:**

- an appropriate committee structure is in place, with clearly defined delegated powers;
- that all governors, alongside the headteacher, are involved in setting the educational priorities of the school;
- that clear procedures are put in place to help maintain progress towards stated targets;
- that procedures are put in place to formally monitor the cost effectiveness of major spending decisions.

*(paragraphs 67, 78)*

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

- Examine the opportunities to provide a wider range of educational visits to enhance pupils' cultural development;

*(paragraphs 39, 42, 49, 62, 82, 148, 168, 175, 183, 192)*

- Seek to increase the range of large play equipment for children under the age of five and examine the possibilities of an appropriate enclosed play area.

*(paragraphs 73, 94)*

## INTRODUCTION

### Characteristics of the school

1. Loscoe School is situated in the village of Loscoe, on the edge of Heanor in Derbyshire. The school is on a split site about 400 metres apart. Efforts are made throughout the year and at festivals such as Harvest or Christmas for all the school to come together. At present there are 118 pupils on roll, 61 boys and 57 girls. The number on roll at the time of the last inspection was 153 pupils. The falling numbers can be explained by a drop in birth rate in the locality. The school suffers from a fluctuating intake of pupil numbers. For example, the current Year 3 numbers are just 7, while Year 5 comprises of 27 pupils. This means that class organisation and staff deployment varies from year to year. There are presently 5 classes in school. All classes contain pupils of mixed ages. Children under the age of five are educated in the same class as pupils in Year 1. There are two intakes of children in the autumn term and then again in the spring term. At the time of the inspection five children were under the age of five. A high percentage of pupils in school are of white ethnic origin.
2. The pupils who enter school are from a wide variety of socio-economic backgrounds, with only a small percentage from socially and economically advantaged homes. Assessment data which tests children's level of attainment when they start school shows attainment to be within an average band overall but attainment in knowledge and understanding of the world is below average. The school does not have nursery provision but most children have attended local playgroups or pre-school clubs. Approximately 17 per cent of pupils are eligible for free school meals. This is broadly in line with the national average. This figure, however is an increase from the time of the last inspection when 12 per cent of pupils were eligible for free school meals. The ward in which the school is situated has 21 per cent of children in high social class households compared to the national average of 31 per cent. Ten pupils are on the school's register of special educational needs. This represents approximately eight per cent of the school population and is below the national average. No pupil has a statement of special educational need.
3. The main aims of the school are to create and develop a stable, secure and happy environment in which children are encouraged to achieve their highest potential. The school has set itself appropriate literacy targets and is reviewing the target set in numeracy as a result of the improving standards. The main priorities as articulated in the school development plan are the raising of standards in literacy, numeracy, science and information technology, the development of the role of co-ordinator in monitoring and evaluating teaching and the more effective analysis of test data in order to set targets for improvement.

## Key Indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1  
for 1998/99:

Year	Boys	Girls	Total
98/99	3	4	7

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	3	3	2
	Girls	4	4	3
	Total	7	7	5
Percentage at NC Level 2 or above	School	100	100	71
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage at NC Level 2 or above	School	100	100	100
	National	82	80	86

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2  
for 1998/99:

Year	Boys	Girls	Total
98/99	8	12	20

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	5	3
	Girls	8	9	7
	Total	14	14	10
Percentage at NC Level 4 or above	School	70	70	50
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	5	7
	Girls	9	9	8
	Total	16	14	15

Percentage at Level 4 or above	School	80	70	75
	National	68	69	75

## Attendance

		%	
Percentage of half days (sessions) missed through absence for 1997/98	Authorised	School	1.5
	Absence	National comparative data	5.6
	Unauthorised	School	0.04
	Absence	National comparative data	0.50

## Exclusions

		Number
Number of exclusions of pupils (of statutory school age) during 1998	Fixed period	0
	Permanent	0

## Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	6
	Satisfactory or better	97
	Less than satisfactory	3

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

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

#### **Attainment and progress**

4. Assessment information provided by the school indicates that when children start school attainment in the areas of language, number and personal development, is at an average level. Children do not have a satisfactory level of knowledge and understanding of the world in which they live. During their time in the reception class all the children on the whole make satisfactory progress and by the age of five a minority of children are achieving above the expected level in all the areas of learning. Overall, however, attainment for the majority is at an expected level in language and literacy, mathematics, personal and social development, creative development and in their physical development. Children's knowledge and understanding of the world remains below the expected level. Progress would be further enhanced by planning that consistently takes account of the key areas of learning and provides opportunities for children to learn through structured and experiential play activities.
5. The results of the 1998 National Curriculum tests in reading for seven year olds shows that the percentage of pupils achieving the level expected (Level 2) and the next higher level (Level 3) was close to the national average. In writing, the percentage of pupils achieving Level 2 and Level 3 was very high in comparison with the national average. A different picture emerged in mathematics where the percentage of pupils achieving Level 2 was well below the national average but the percentage achieving Level 3 was well above the national average. The overall picture of attainment from these test results is that pupils' results in writing were very high when compared to the national average and similar schools. In reading and mathematics, pupils results were broadly in line in comparison to national average and similar schools. Taking the three years 1996 to 1998 together the performance of pupils in writing was very high, above the national average in mathematics and close to the national average in reading. A small number of pupils were tested in 1999 but all pupils achieved at least Level 2 in reading and writing. However, the percentage achieving at least Level 2 in mathematics was well below the national average. Teacher assessments in science and speaking and listening in 1998 showed pupils attainment to be average in science and above average in speaking and listening. During the three-year period 1996 to 1998 boys performed better than girls in reading and mathematics. Inspection findings complicate the picture a little further. Standards in reading, writing, speaking and listening were judged to be at an average level. Pupils' attainment in number is at an average level but other element of mathematics and science are below average. There are a number of factors that can account for the fluctuation of test results and the discrepancies with inspection findings. The natural ability levels of different cohorts of pupils can partially explain the varying levels of attainment. However, a lack of good quality schemes of work rigorously implemented over time and teacher knowledge in mathematics and science are factors that need to be taken into account. No significant evidence was found of differing levels of attainment between boys and girls that could not be explained by natural ability differences.
6. The results of the 1998 National Curriculum tests for eleven-year-olds in English show that the percentage of pupils reaching the expected level (Level 4) or the next higher level (Level 5) was well below the national average. In mathematics and science, the percentage of pupils achieving Level 4 was below the national average and the percentage achieving Level 5 well below the national average. In all three subjects pupils' overall attainment was below the national average and well below the average

for similar schools. This cohort of pupils contained 30 per cent who were on the school's register of special educational needs and were taught by two temporary supply teachers in the weeks leading up to the tests. When the three years 1996 to 1998 are taken together the performance of pupils in English and mathematics was close to the national average but their performance in science was below the national average. The 1999 test results show that pupils' attainment in English and mathematics was broadly in line with the national average but science remained well below average. In the period 1996 to 1998 boys performed at a higher level in science than girls. Inspection findings show that standards in English are at an average level overall. Standards in number work are satisfactory but attainment in mathematics and science overall is below average. As in Key Stage 1 the fluctuating test results can be partially explained by the differing ability levels of cohorts, but again a lack of high quality schemes of work that clearly outlines the knowledge and skills pupils are to acquire, a lack of consistent opportunities over time to learn through problem solving and investigative activities has impeded progress. Inspection findings, however, indicate that pupils are very enthusiastic about the school's strategy for teaching literacy. Discussion with pupils revealed that they enjoy these sessions immensely and are clearly having a most beneficial impact on their progress. Although only fully implemented this term, the school's strategy for teaching numeracy is proving equally popular with pupils. There is clear evidence that standards in literacy and numeracy are set to rise further. The level of attainment of the present Years 4 and 5 supports this assertion.

7. By the end of Key Stage 1 standards in English are at an average level. Most pupils listen attentively and reveal an appropriate level of confidence when talking. When reading simple passages they demonstrate a satisfactory level of understanding and are developing a wider knowledge of authors and of terms such as 'illustrator,' contents and index. Many pupils use picture and context clues or their phonic skills to help them with words they are not sure of. Writing standards are at an average level, pupils develop their ideas into a sequence of sentences and their handwriting shows accurate form and consistent size. A wider range of audiences and purposes for writing would further enhance pupils' progress. In mathematics standards are below average. Pupils show satisfactory mental agility skills but are not secure in the practical use of investigating number to help develop their mental arithmetic skills. The pupils do not have a satisfactory level of knowledge and understanding of shape, space and measure. In science standards are below average and pupils do not have a satisfactory knowledge of properties, materials and living things and pupils' ability to predict and hypothesise is at an unsatisfactory level.
8. By the time pupils leave school at the age of eleven speaking and listening skills are at an average level. Pupils talk and listen confidently and attentively in a broadening range of contexts. In discussions pupils listen with concentration and are ready to question others' ideas and opinions. On occasions a small minority of pupils do not listen attentively enough to others' contributions before making their own. In reading, standards are at an average level. Pupils are developing a wide knowledge of authors and when reading demonstrate an appropriate understanding of the significant ideas of the text. Nearly all pupils can locate information using contents, index or glossary. Writing standards are at an average level. Pupils write for a variety of audiences and purposes. Sustained ideas are developed in an interesting manner. Spelling is usually accurate. Work is usually well presented. The higher attainers use punctuation effectively to heighten the dramatic effect of their writing. Although attainment in number work is at an average level, standards overall in mathematics are below average. Pupils are not adept at developing or seeking their own strategies for problem solving. The numeracy strategy is starting to have a positive impact and

pupils' number skills are improving. However, too much time has been spent in the past on the number aspect of mathematics at the expense of shape, space, measures and data handling where standards are unsatisfactory. In science standards are below average. Pupils do not have a secure enough knowledge of life processes, materials and physical processes and as a result are restricted in their ability to hypothesise or come to valid conclusions. Insufficient opportunities are provided for pupils to carry out personal research or to use computers to support and extend their work. Pupils' attainment in information technology at the end of both key stages is below average. Pupils carry out basic tasks on the computer but do not have the necessary skills to enable them to carry out the full range of tasks such as retrieving and saving information, setting up databases and independent research, all of which are requirements of the National Curriculum.

9. Standards in religious education at the end of Key Stage 1 are in line with, and by the end of Key Stage 2 exceed the expectations of the local agreed syllabus. By the age of eleven pupils have a good knowledge and understanding of Christianity and other world faiths and a good awareness of the role and impact that faith and beliefs play in the wider world.
10. In art, design and technology, geography, history, music and physical education pupils' work is at a level expected of their ages at both key stages.
11. In English at both key stages the progress pupils make overtime is satisfactory. However, at Key Stage 2 the National Literacy Strategy is having more of an impact. The tasks that are provided and the quality of teaching observed during the week of inspection were often good and this resulted in progress during lessons being brisk and effective. Good teaching and progress were also observed in the mixed Year 2/3 classes. The setting of challenging activities that clearly build on pupils' prior attainment need to be consistently exploited throughout the school, to ensure that progress over time and not just within lessons, is brisk. In mathematics and science at Key Stage 1 progress in lessons during the inspection was occasionally unsatisfactory but more often satisfactory. At Key Stage 2, progress in lessons was satisfactory and in some lessons good, as pupils acquire knowledge and skills at an appropriate rate. However, progress over time at both key stages is unsatisfactory in some elements of the subject. In mathematics, for example, too much emphasis has been given to the number aspect of the subject. In science too few opportunities are provided for pupils to test out their knowledge by investigating and hypothesising. The main weakness is not in the quality of teaching but a lack of good quality schemes of work. In these subjects too much reliance is placed on the quality of teaching by individual teachers rather than a high quality curriculum and monitoring framework that enhances the individual strengths of teachers and identifies areas of weakness.
12. The progress made by pupils in information technology at both key stages is unsatisfactory. Pupils have not been progressively taught the necessary skills to enable them to make the progress of which they are capable. A lack of teacher knowledge and expertise, a lack of opportunity for pupils to use computers for personal research and to support work in other areas of the curriculum are just three of the factors that impede pupils' progress.
13. In religious education the progress pupils make at Key Stage 1 is satisfactory and it is good at Key Stage 2, where pupils' knowledge and understanding of both Christianity and other religions is a particular strength.
14. In art, design and technology, geography, history, music and physical education pupils acquire the required skills of knowledge at a satisfactory rate.
15. Pupils with special educational needs make satisfactory progress overall at both key

stages. Pupils are generally supported in a satisfactory manner and as a consequence make steady progress towards the targets that are identified in their individual education plans, which are mainly in the areas of literacy and numeracy.

16. The school has set targets in literacy and numeracy for the present Year 6 pupils. In addition targets have been set for the present Year 3 and Year 4 pupils. The targets for the year 2000 are 75 per cent of pupils to achieve at least Level 4 in English and 58 per cent of pupils to achieve at least Level 4 in mathematics. The already visible impact of the numeracy strategy indicates that this target for mathematics may be exceeded. Standards have fluctuated since the time of the last inspection for reasons previously identified. The present attainment level of the Year 5 cohort suggests that standards will rise again in the year 2001. The low level of attainment identified in history at the last inspection has been addressed. There has been an improvement in the quality of teaching. The commitment of staff and governors to raising standards, together with an action plan to tackle issues identified in this inspection, would indicate the school is appropriately placed to continue to improve.

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

17. The behaviour and attitudes to work demonstrated by the vast majority of pupils are good and make a positive contribution to the progress that pupils make. Although minor incidents of inappropriate behaviour were observed during the week of inspection, the high level of inappropriate behaviour exposed at the time of the last inspection is no longer an issue. A significant percentage of parents who responded to the questionnaire sent out before the inspection felt that the school did not achieve a high standard of good behaviour. Extensive observations both in classrooms and around the school, and detailed dialogue with pupils showed behaviour in general to be good. Pupils are polite and courteous to each other and to visitors. Many pupils show mature and responsible behaviour, for example, holding the door open for adults. In the playground pupils play well together and take into consideration the needs of those younger than themselves. Pupils line up in an orderly manner at the end of break and lunch times and enter the class quietly. Behaviour in acts of collective worship is good. In a small number of lessons there is some inappropriate shouting out by a small number of pupils but this is dealt with in a firm but fair manner by class teachers. No incidents of bullying were observed during the week of inspection. Discussions with pupils show that they are well aware of the sanctions imposed for inappropriate behaviour. Every pupil spoken to stated that they felt confident that should an incident of bullying occur it would be dealt with quickly and fairly by the headteacher or their class teacher. There have been no exclusions for unacceptable behaviour during the last twelve months.
18. Children under the age of five are well behaved. They often follow the example of their older well behaved classmates. Children show good attitudes to work, listen attentively and are keen to join in activities. Children relate well to one another and to adults. When levels of concentration are not at a high enough level it is because tasks lack a specific structure or focus and as a result their interest wavers. The children work co-operatively and can often be observed taking turns and sharing resources well. Opportunities are not consistently provided for children to learn through role play or other practical activities. Overall, however, the attitudes and behaviour displayed by the children form a solid foundation for learning.
19. At Key Stage 1 and Key Stage 2 the vast majority of pupils show a lively interest in their work and to concentrate well. Discussions with pupils show that they really enjoy their literacy lessons and the recently initiative for teaching numeracy. In these lessons the pupils listen attentively, are keen to ask and answer questions and join in

all the activities with a real sense of fun and enjoyment. These factors are having a most positive impact on the progress that pupils are making. There are occasions at both key stages where a small number of pupils demonstrate an over enthusiasm to have their voice heard above their classmates. These incidences are dealt with firmly but constructively by class teachers. The majority of pupils respond well to the care and interest shown in them and understand that their teachers expect them to work hard. At Key Stage 1, on occasions, tasks set are too easy or pupils are unclear as to what they have to do. In these instances pupils lose interest. On the whole, at both key stages, pupils take a pride in their work and where constructive comments are made as to how to improve, pupils take heed and this improves either their level of performance or presentation.

20. Relationships throughout the school are satisfactory overall. The pupils relate well to one another. In most lessons pupils show a healthy respect for the views and opinions of others. Examples were observed of pupils offering to help classmates in their work or in putting out and returning equipment. Through their study of other faiths and cultures pupils are developing a well-balanced awareness and understanding of other beliefs and traditions. Occasionally pupils do not always listen as attentively as they could when classmates are making important and pertinent contributions. Relationships between adults and pupils are often of a positive nature. The sensitive handling of pupils with special educational needs often results in these pupils developing a sense of trust and confidence in their teacher. On occasions younger pupils do not always feel confident to approach adults in the classroom with problems they are experiencing in their work.
21. Pupils' personal development is satisfactory. Many older pupils are involved in the daily routines of school such as taking messages, helping in the dining hall, returning registers and putting out physical education equipment. These tasks are carried out in a mature and sensible manner by pupils who respond well to the added responsibility given to them. The concern that pupils show for others less fortunate than themselves is shown in the way in which they raise monies for organisations such as NSPCC or on Red Nose Day. The pupils respond positively when they are provided with opportunities to discuss more global issues such as poverty and pollution. The school does not consistently provide pupils with opportunities to undertake personal study either using books or computers or simply to investigate or problem solve. This prevents pupils' personal development being even better.
22. Pupils with special educational needs generally show positive attitudes to work and are keen to learn. The standards of behaviour exhibited are usually of a satisfactory standard. Where it is less so, pupils usually respond in an appropriate manner when reprimanded by their class teacher and generally act sensibly upon the guidance provided.
23. Overall the attitudes, behaviour and personal development of all pupils in school have a positive impact on the functioning of the school as an orderly community and in creating an effective learning environment.

### **Attendance**

24. Attendance at school is very good. Last year the attendance rate was 98.5% which is well above the national average. Pupils are punctual and lessons start on time. Unauthorised absence is very rare and is less than the national average. The high level of attendance makes a positive contribution to pupils' attainment and progress.
25. The good attendance rates mentioned in the previous inspection report have been improved upon.

## 2. QUALITY OF EDUCATION PROVIDED

### Teaching

26. The quality of teaching observed during the week of inspection was satisfactory overall and generally good, and occasionally very good, at Key Stage 2. Lesson observations showed six per cent of teaching to be very good and 45 per cent good. A further 46 per cent of teaching was satisfactory and three per cent unsatisfactory. A lack of high quality schemes of work and, in some cases, a lack of subject knowledge means that teaching has not been at this level over a longer period of time. However, there are clear signs of improvement, particularly in the areas of literacy and numeracy. The teaching statistics also represent an improvement from the time of the last inspection.
27. Children under the age of five are taught in the same class as the younger Year 1 pupils. Teaching overall is satisfactory but there are some areas in need of improvement. Planning is not consistently based around the nationally recommended key areas of learning and so opportunities to learn through structured play are not consistently provided. On the whole children are managed in an appropriate manner and resources are prepared well for lessons. The teacher has high expectations of what she wants children to achieve but this is not always reflected in the quality of activities provided. The activities, such as the use of construction kits or role play in the shop do not have a sufficiently focused brief. As a result children are, on occasions, not challenged enough. Evidence was seen of adults being used most effectively, working alongside children, constantly questioning and extending children's thinking. Other examples were seen of staff interrupting the teacher's lesson at inappropriate times to hear readers. Homework is already, at this age, being used effectively to promote children's personal and academic development. There is a need for a simple recording system to be implemented so that the teacher and other adult helpers are aware of which tasks children have completed and how successfully this information could then be used to guide future planning. The children make a positive start to their educational lives and are appropriately prepared to start work on the National Curriculum.
28. At Key Stage 1 the quality of teaching is satisfactory but with some good teaching observed in both classes that contain Year 2 pupils. A small percentage of teaching was unsatisfactory. The quality of planning is satisfactory but is of a higher standard when it clearly states what pupils are to learn as opposed to the activities they are to take part in. In an effective science lesson for the Year 2/3 pupils the teacher used questioning very effectively to assess what pupils already knew. Having found this out, she then modified her lesson structure. As a result the work that followed was pitched at a more appropriate level and the pupils ended up in a good discussion about whether a mobile phone could be classed as an electrical appliance. In a successful music lesson in the Year 1/2 class the teacher provided a range of activities including musical appraisal, simple compositions and performing. The enthusiastic manner of the teaching motivated the pupils, kept their interest and enabled them to make good progress in their performing and appraising skills. Most lessons follow an appropriate structure, starting with whole class discussion, group activities and then bringing the class back together to assess what has been learned. This is an effective strategy. Although expectations are at an appropriate level in general, there are occasions when pupils could be challenged more through writing up scientific or historical accounts rather than simply filling in or at worst colouring worksheets. On these occasions tasks are completed quickly and pupils have not made the progress they are clearly capable of. In the majority of lessons pupils are

managed well and expectations of behaviour and application are made clear to all pupils. Good examples were observed of volunteer helpers being used in an effective manner. For the younger pupils a parent helper was well briefed on the artistic skills she could promote for pupils in producing a picture of Guy Fawkes. As a result the pupils produced pictures of a good standard. When teaching is unsatisfactory activities lack clear teaching targets, imprecise directions confuse the pupils and there is simply not enough challenge. When teaching is satisfactory but not as effective as it could be, the lessons lack a sense of buzz excitement or pace. One or a combination of these factors reduces pupils' enjoyment of the lesson and hinders their progress.

29. At Key Stage 2 the quality of teaching observed during the week of inspection was good. All teachers in this key stage have high expectations of what they want pupils to achieve and how they expect pupils to behave. As a consequence pupils respond positively and are eager and enthusiastic to learn. The impact of the National Literacy and Numeracy Strategies are proving effective, particularly literacy where it has been in operation for a longer period of time. In nearly all lessons observed the different elements of the literacy hour were taught well. Effective choice of shared text, incisive questioning and group work that was both challenging and interesting kept pupils on task for prolonged periods of time. In a very good literacy lesson for the oldest pupils the carefully chosen opening paragraphs of different books really showed to the pupils how differing authors' styles can grab the readers attention. By the end of the session the pupils had not only learnt about differing styles of writing but were desperately keen to read all the books! In a very good physical education lesson for the youngest pupils in the key stage, the teacher gave clear instructions throughout, managing the pupils in a firm but constructive manner, directly taught the required skills and used examples of pupils work very well. By the end of the lesson all pupils were performing at a higher level. Throughout the key stage planning is often of a good standard because teachers are clear what it is they want pupils to learn and how they are going to achieve it. This helps to give lessons a tighter focus, and lessons move on at a brisk pace in order to meet the stated learning objectives. No teaching observed was unsatisfactory. Where lessons were satisfactory but not as effective as they could be the factors that were present were either the stopping of the whole lesson to deal with minor disruptions, or teachers never gaining the full attention of the pupils when making pertinent teaching points. In some lessons adult helpers know precisely what is expected of them and they make an important contribution to helping create an effective learning environment. Homework is again used well to support learning. The pupils are set a good range of tasks that match their needs. Work is set on a regular basis and makes an important contribution to pupils' personal and academic development. Over seven out of ten parents who responded to the questionnaire sent out before the inspection expressed satisfaction with the amount of work their child was expected to complete at home.
30. It is clear that there is some good and, on occasions, very good teaching taking place in the school. The role of the headteacher and subject co-ordinators in monitoring and evaluating the quality of teaching across the school is not sufficiently well focused to enable good practice to be disseminated and weaknesses tackled.
31. Evidence from lessons indicates that there are some good examples of teachers' expertise being used in classes other than their own. Such an example is in music where the co-ordinator uses her expertise across Key Stage 2. This has a positive impact on pupils' attainment and progress. Although teachers' subject knowledge is secure in literacy, religious education and non-core subjects there are weaknesses, in information technology and science. In science and mathematics not enough opportunities are consistently provided by teachers for pupils to learn through investigative and problem solving activities. However, the recently introduced National

Numeracy Strategy is already starting to have a beneficial impact on the development of pupils' problem solving skills. Although no teaching of information technology observed during the week of inspection was unsatisfactory it is clear that overtime pupils have not been taught the necessary skills and knowledge at a satisfactory rate. This is partly because of a lack of appropriate resources and appropriate schemes of work but also a lack of teacher knowledge and confidence.

32. Throughout the school most teachers mark pupils work on a regular basis. At its most effective marking is constructive and sets clear targets for improvement. Where it is unsatisfactory insufficient guidance is provided for pupils as to how to improve or work is not marked on a regular enough basis.
33. The quality of teaching for pupils with special needs is generally of a satisfactory standard, but there is a need to ensure that pupils' targets in their individual education plans are amended and re-written to reflect pupils' gains in knowledge and understanding. Not all class teachers make sufficient use of pupils' individual education plans to ensure that tasks are consistently modified to pupils' needs. Additional literacy support that is provided by a non-teaching assistant is of a good standard and makes a positive contribution to the progress pupils make. Teachers show a satisfactory awareness of the school's equal opportunities policy and are keen to ensure that pupils are taught equally, regardless of gender, ability or ethnicity.
34. Teachers show an increasing readiness to reflect critically on how they teach in order to secure improvements. This indicates that the school is appropriately placed to continue to improve the quality of teaching.

#### **The curriculum and assessment**

35. The breadth of the curriculum provided by the school for pupils in Key Stages 1 and 2 is good, and relevant to their age and ability. However, within subjects there is a lack of appropriate coverage of all of the National Curriculum attainment targets. This results in a lack of balance of knowledge, understanding and skill development in some subjects. The curriculum for children under five is not consistently planned around the key areas for learning. The school meets statutory requirements to teach all subjects of the National Curriculum and sex education. The curriculum for religious education reflects the local agreed syllabus, and is of good quality. Most subjects of the National Curriculum appear on class timetables regularly. Satisfactory provision has been made for the teaching of literacy and numeracy. English and mathematics are taught every day, and this time is used effectively. The literacy and numeracy programmes have been implemented in all classes where a satisfactory start has been made in providing a suitable range of experiences for all pupils. Early indications are that strategies for teaching numeracy are improving but it is too early to judge the impact numeracy is having on pupils' achievement. There is clear evidence that literacy is contributing to the improvement in standards in English for pupils in Key Stage 1 and 2.
36. The curriculum provided for the children under five is not consistently planned around the key areas of learning. Although the children make satisfactory progress overall, not enough activities and experiences are provided for children to learn through structured play and experimental activities.
37. Historically the school has always attached a high priority to teaching literacy which, over time, has resulted in pupils at both key stages achieving satisfactory standards in the subject. The effective implementation of the literacy strategy has added to the school's competence in this aspect of the curriculum. Not enough opportunities are provided for pupils to learn through investigative and problem solving activities in

mathematics and science. In addition, not all elements of the science curriculum are covered in sufficient depth. Insufficient use is made of computers to support and enhance other areas of the curriculum. The good quality religious education curriculum, planned and delivered throughout the school, ensures pupils make good progress in this aspect of their education and achieve good standards of knowledge and understanding of their own and other world faiths.

38. The planned personal, social and health education curriculum is satisfactory. Elements are taught through subjects such as science, religious education, physical education and topic work. The curriculum includes provision for sex education, drugs awareness and stranger danger. There are policies for sex education, health education, drugs awareness and personal and social education, although some of these are old and due to be revised. Pupils are all given sufficient encouragement and opportunity to express themselves through art, music, drama performances and creative writing. The valuable contribution of pupils' poetry and stories is regularly celebrated. Visitors to school are valued, including parents and the local vicar, who are very supportive.
39. Provision for extra-curricular activities is limited. There are some opportunities for pupils to participate in five-a-side football and netball but there are no music or art clubs organised. Plans are in place for a tap dancing club to begin in the very near future. Whilst parents are very supportive of the school and several regularly help in class their talents have not been exploited in providing after school opportunities for the pupils. Minimal use is made of visits to places of interest and pupils have no opportunity to participate in a residential experience during their time at the school. This lack of provision means that pupils are not provided with opportunities to further develop their social skills and improve their personal achievements.
40. The provision for pupils with special educational needs is satisfactory. The special needs co-ordinator liaises with class teachers to formulate individual education plans. Whilst targets are reviewed regularly, they are not always amended sufficiently well to reflect the increase in pupils' knowledge and skills that may have taken place. The school makes satisfactory use of the advice of specialists and other professionals.
41. Policies are in place for all subjects but some schemes of work, for example science, do not provide sufficient detail of the knowledge, skills and understanding pupils are to acquire as they move through school. Planning for the literacy hour and numeracy is satisfactory. The school makes satisfactory provision for preparing pupils for the next stage of their education. Good links have been established with the secondary school to ensure the transfer is undertaken sensitively and with regard for pupils' individual concerns.
42. Satisfactory assessment procedures are in place throughout the school. The headteacher is responsible for co-ordinating and developing this aspect of the school's work. For the under fives baseline assessment procedures are in place and the school has recognised the need to use the information to guide and inform future curriculum planning. There is no system of monitoring all the daily tasks undertaken by children under the age of five or recording what they know, understand and can do at the end of each lesson. A number of testing procedures, including reading and standardised tests, as well as National Curriculum tests, are used at Key Stage 1 and 2. Most subjects have some identified assessment procedures. There are satisfactory recording procedures in place. Teachers maintain up to date records of reading, spelling and work covered in each subject. Recording systems linked to literacy and numeracy are used well. The school has developed pupils' personal records of achievement which are an ongoing portfolio of pupils' achievements, both in school and extra-curricular activities.

43. Teachers do not make enough use of assessment to plan future work. The school is aware that its use of assessment procedures is underdeveloped. It plans to use information more rigorously to monitor the performance of pupils in order to more clearly focus curriculum developments. The school has not consistently or rigorously analysed National Curriculum test results to identify areas of weakness, tackle the weaknesses and help to raise standards.
44. Since the time of the last inspection the school has maintained a broad and relevant curriculum. The school has satisfactorily addressed the key issue relating to the development of the history curriculum. The school has also maintained its range of assessment procedures, but has not developed the use it makes of them to inform teaching and learning.

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

45. The school makes good provision for the spiritual, moral and social development of pupils, including those aged under five. Provision for pupils' cultural development is satisfactory.
46. Provision for pupils' spiritual development is good. Regular opportunities are provided for Key Stage 2 pupils to appreciate music when entering the hall for assembly, which helps to reinforce the positive ethos of the school. Behaviour in assembly in both key stages reflects a good understanding of reverence and respect for formal prayer. Pupils are provided with opportunities to express thanks and gratitude for the good things in their lives through both formal and informal prayer. Good opportunities are provided for them to reflect upon their own experiences, to consider and discuss their feelings and to experience some sense of incredulity and wonder. Spiritual development is well promoted through collective acts of worship. The commitment of the local church and the high priority and involvement of the vicar at weekly assemblies reinforces this further. Appropriate emphasis is placed upon Christianity and other faiths ensuring pupils develop a balanced view about a sense of occasion for whichever festival celebrated within other non-Christian communities. Pupils' ideas are well received and they receive a good deal of appropriate praise and affirmation from staff. Opportunities are provided for reflection. Pupils are made aware of the values held by others and how these values have a bearing on their own lives.
47. The provision for pupils' moral development is good. They all have a very clear understanding of the differences between right and wrong, and opportunities are provided for pupils to examine the impact of their behaviour upon others. The importance the school places upon the contribution each pupil makes to the life of the school, their individual skills and abilities, are regularly praised by teachers and acknowledged in class. Pupils are familiar with standards expected of them in class, the playground and at lunchtime and conform willingly to the school rules. Adults within the school, whether they are teachers, ancillary staff or volunteers, all provide good role models. They work together to ensure the pupils are clear about why rules are part of society in general. The aims and values of the school encompass this aspect of pupils' development and provide a clear statement about the standards of discipline expected by the school. This ethos and provision is reflected in the daily life of school, where pupils themselves feel it is reasonable to be expected not to distract or disturb other people, nor hurt them physically or verbally. Through this, pupils acquire a greater understanding of fairness and justice.
48. The provision for pupils' social development is good. Opportunities are provided for pupils to work together and to take on responsibilities, such as organising resources for lessons. Other monitors are responsible for the library, the registers and special

duties such as organising the Poppy Appeal collection. Pupils are provided with opportunities to become more involved with the local community through the school's close links with the church and annually participate in festivals and celebrations including Harvest and Christmas carols. The school gives good support to charitable fund-raising which includes a donation of over £400 to the NSPCC. Other good causes supported include the Red Cross, Children in Need and Red Nose Day.

49. Most aspects of the school's provision for cultural development are satisfactory. However, little use is made of visits to museums, places of worship and other places of interest to deepen the pupils' understanding of the rich cultures of the past. Cultural enrichment is promoted well in the curriculum within art, music and literature and further supported by pupils' participation in local church festivals. The location of the school makes it more difficult but not impossible or impractical to fully exploit the value for pupils to personally experience a multicultural society. Occasional visitors to the school, including a member of the Jewish community, go some way to awakening pupils' awareness of Jewish customs and artefacts. However, the school endeavours to address the multicultural aspect of pupils' development through the well planned religious education curriculum.
50. Since the time of the last inspection the school has made progress in improving provision for pupils' spiritual, moral and social development.

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

51. The school makes good provisions for the support, guidance and general well being of its pupils. The headteacher, governing body and staff, through their formal responsibilities and day-to-day care of pupils, all contribute to this good quality aspect of the work of the school and have made improvements since the last inspection.
52. There is appropriate support for children entering the reception class which includes an introductory period when parents may bring their children to join in class activities and become familiar with the staff and school building. This reinforces the partnership that exists with the local playgroup with whom the school shares story sacks. The routines for the transfer of Year 6 pupils to the high school are well established and incorporate visits by high school staff to meet the pupils and visits to the high school by pupils. Although there is one main receiving secondary school, prospectuses for all local secondary school are available to help inform the decisions of pupils and their parents. Satisfactory provision is made for pupils with special educational needs ensuring that they are well integrated into the school routines and activities. All are treated with respect and their self-esteem is effectively promoted.
53. There are good procedures in place for the management of behaviour and discipline. Pupils are aware of the school's code of conduct and respond well to the system of merit points which may be awarded by any adult in school. A significant percentage of parents expressed dissatisfaction with the standards of behaviour. Inspection findings do not support this view. Any incidents of inappropriate behaviour are dealt with in a timely manner and sanctions have recently been reviewed so that early intervention is possible and allow for parental involvement if appropriate. Any incidents perceived to be bullying are dealt with swiftly and pupils understand the reporting system and are confident that problems will be resolved.
54. Procedures for promoting attendance are very good and are demonstrably effective. Parents are encouraged not to take holidays during school time. The importance of good attendance is stressed in assemblies and pupils receive good levels of praise when they achieve high levels of attendance. The school fulfils the legal requirements for reporting and recording attendance, and absences are followed up quickly.

55. The school has designated a person to deal with issues of child protection and staff are involved in an annual review of the relevant procedures. However, no recent training has been undertaken in child protection by staff members.
56. Health and safety has a high profile in the school. Teachers regularly reinforce techniques of safe practice during lessons and health and safety features on the agenda for each staff meeting. The school has a good quality health and safety policy, most staff have received training in health and safety, and has nominated a member of staff to have responsibility for its implementation. Formal testing of evacuation procedures and safety equipment is carried out regularly and accidents are recorded. Additional safety precautions are observed when pupils are taking part in educational visits and during swimming lessons. With the exception of the wooden building used as a dining hall, which is in a poor condition, the school is a safe and secure place for everyone. Some assessment of risk has been undertaken, but there is no established routine for the governing body to ensure the continuing safety of the premises and resources.
57. Teachers know their pupils very well and contribute to their personal and social development through their day-to-day monitoring of pupils' skills. Teachers encourage pupils to develop positive social skills such as looking at the person speaking, and pupils in Key Stage 2 present extemporised prayers in a manner that demonstrates maturity in their personal development.

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

58. The school has a satisfactory relationship with parents and the community. The contributions made by parents and the support provided by the parent-teacher association have a positive impact upon the promotion of educational standards, but this relationship has deteriorated since the last inspection when it was considered that links with parents were good.
59. The school provides good quality information for parents in the form of the governors' annual report to parents and the school prospectus. Pupils' annual progress reports are generally informative and provide helpful personal comments. However, pupils are not provided with the opportunity to contribute to their own reports by the setting of individual targets or by identifying personal strengths and shortcomings. Parents are invited to attend two consultation evenings when they may discuss their children's progress with class teachers. If they wish, they may request an additional consultation to discuss the content of annual progress reports. Regular newsletters keep parents informed of school activities and parents have been kept well informed of initiatives such as the National Literacy and Numeracy Strategies.
60. A number of parents and friends help in class, listen to reading and assist with computer tuition. They also provide time and money to develop school projects such as the environmental area and the Key Stage 1 patio. The involvement of parents in these and home-based activities makes a positive contribution to the quality of education provided and enhances the resources of the school.
61. Although parents state that they find the school easy to approach with problems, a number of parents are dissatisfied with the way in which the school handles complaints. Procedures are in place for parents to follow should they wish to make a complaint. However, in light of parental response, the school is to urgently review its procedures to ensure that all complaints and actions taken are recorded and that complainants are kept fully involved. A significant number of parents felt that the school does not provide enough information about what is taught. The inspection findings agree with parental perceptions in this area.

62. The school has a limited partnership with the wider community. There are no links with local industry and little use is made of the locality to enhance the formal curriculum. Pupils visit the church to celebrate the major Christian festivals and pupils' work is often used to decorate the church for these occasions. All pupils have an opportunity to work on environmental projects with the local Groundwork Trust. There are few visitors to school and these are generally associated with charitable appeals or the presentation of the beliefs of other denominations. The limited number of visits to places of educational interest and of visiting speakers limits the opportunities for pupils to experience the richness and variety of their own culture and of the traditions of others.
63. There are good links with the main receiving school and the school welcomes high school pupils on work experience placements and pupils from the local tertiary college who visit to carry out project work.

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

### **Leadership and management**

64. The overall leadership and management of the school is satisfactory. The headteacher has set a purposeful direction for the work of the school and has a satisfactory grasp of the school's strengths and weaknesses. The headteacher has satisfactorily managed the implementation of the National Literacy and Numeracy Strategies with co-ordinators and clearly sees the further development of these strategies as crucial to raising standards. The aims and values which the school seeks to promote are evident in the daily life of the school.
65. The ethos of the school is generally of a good standard. Staff show a commitment to raising standards and most are willing to reflect critically on what they do in order to secure improvement in the quality of their teaching. The positive attitudes that the vast majority of pupils show to learning helps to create an environment that is conducive to learning. Relationships between pupils and with their teachers are of a satisfactory standard.
66. The school has introduced the National Literacy strategy in an appropriate manner and the initiative is having a positive impact on helping to raise standards. The National Numeracy strategy was introduced at the start of this academic year. The recency of this initiative means that it is too early to have had a significant impact on standards but inspection findings confirm that pupils are far more enthusiastic about mathematics. Early indications are that the greater emphasis is placed on developing pupils' strategies to solve problems is having a positive impact on pupils' attainment and progress. The school has set targets for literacy and numeracy for the year 2000. The literacy target is at a higher level than numeracy. The school is set to review its targets for subsequent years. This is appropriate. Targets have also been set for pupils in Year 3 and 4. The school does not carry out sufficient analysis of test data in order to set targets for improvement. This is a clear weakness and is identified as an area for improvement in the school development plan.
67. The governing body is supportive of the work of the school. Relationships between the headteacher and the governing body are of a good standard. A small number of governors visit the school on a regular basis, or use their professional skills to support the work of the school. The school does not have a well established committee structure in place. The school operates a system whereby areas of school life such as finance, curriculum or buildings have a lead governor and then working parties are set up as required. This system is not as effective as it could be because on occasions it results in issues being discussed at the working party level and then again at the full

governing body level. The governing body has already recognised this as an area of weakness and plans are in hand to establish a more formal committee structure where committees have clearly defined terms of reference. This is appropriate. Not all governors are actively involved in setting the priorities of the school and in monitoring progress towards the stated priorities. This would enable the governing body to more effectively fulfil its role as a critical friend to the school. Discussions with members of the governing body, however, clearly show that they have a sound grasp of the school's strengths and weaknesses and have a clear vision of how they want the school to develop. Regular meetings of the full governing body take place and all important issues and policies are discussed and if necessary amended before ratification. The governing body fulfils its statutory requirements.

68. All members of staff have responsibility for at least one and often more aspects of school life. The role of curriculum co-ordinator is, however, not sufficiently established to have an impact on raising standards. The headteacher has carried out a number of lesson observations and monitors teacher's planning. However, there is not a formally defined role for the headteacher and co-ordinators that includes the regular observation of teaching and learning in classes, the regular scrutiny of pupils' work and the regular analysis of test data in order to build on the good practice that exists and to address any weaknesses.
69. The school has a satisfactory policy for special educational needs which complies with the requirements of the code of practice. The school has a satisfactory Equal Opportunities policy that provides adequate guidance and ensuring that the needs of all pupils are met. There is a designated special educational needs governor and a school co-ordinator. Pupils are supported in a satisfactory manner and the management of this area of school life is satisfactory and ensures that resources are deployed effectively. The special needs governor is enthusiastic and knowledgeable and works in school as a support assistant. She has a clear commitment to ensuring that the needs of pupils are met. Not enough opportunities have been provided for this governor to monitor provision across the school. The nominated governors for literacy, numeracy and special needs have attended appropriate training courses.
70. The school development plan is satisfactory and is clearly written as a document to help raise standards. Staff are fully consulted about issues for inclusion and the governing body discuss the plans in great detail before ratification. The plan identifies appropriate time scales, costings and personnel to monitor progress towards stated targets. The weakness is that procedures as to how progress towards stated targets is to be monitored and measured are not clear.
71. Following on from the last inspection the headteacher and the governing body drew up a satisfactory action plan to address the issues. As a result standards in history have improved, the quality of teaching has improved, the behaviour of the older pupils is of a better standard and the major deficiencies in the accommodation have been addressed. Schemes of work have been written but in some areas they have not been in place for a sufficiently long period of time to have a significant impact on raising standards. Overall the school has made reasonable progress since the last inspection. The commitment of staff and governors to raising standards indicate the school is appropriately placed to continue to develop and improve.

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

72. The school has a sufficient number of suitably qualified and experienced teachers to meet the needs of the curriculum. The school has recognised the need to further develop teachers' knowledge in information technology and science, through a well

planned series of training courses. This is appropriate because a lack of teacher knowledge in these areas is, at present, impacting negatively on pupils' attainment and progress. Apart from these areas, there is a satisfactory programme of in-service training which considers the needs of the school, children and individuals. The programme is monitored through the school development plan by the staff development co-ordinator. The school employs an adequate number of classroom support staff who make a positive contribution to the quality of education but do not all hold appropriate qualifications. The staff work together effectively which has a positive effect upon standards and pupils' progress, but the fact that the school is on a split site sometimes makes this feature of school life more difficult. The member of staff responsible for co-ordinating special educational needs has received initial training only in this aspect. The school employs a part-time teacher to provide additional learning support for pupils with special educational needs. Currently, four pupils receive tuition from the peripatetic music teacher. The school clerk, who is new to the position, is already making a significant contribution to the administrative role.

73. The school buildings are adequate overall to meet the demands of the curriculum but there are deficiencies. The building on the Church View site is a recent construction and is in very good condition. However, one of the buildings on the Denby Lane site, currently used as a dining room, is in a very poor state of repair and the governing body should review its continued use. There is no secure play area available for the children under five, neither are there marked play areas nor large toys. The school library is inadequate and does not offer a friendly environment to pupils nor lend itself to quiet study. Pupils work is not always displayed to best effect to make it a valuable learning resource. This contribution to pupils' education is enhanced when pupils' believe that their work is valued. The buildings are maintained in a satisfactory manner overall although outside drains and water channels are not always cleared of debris and plant growth.
74. There is a satisfactory quantity and quality of resources and these are generally well ordered and maintained. The school holds a good range of reference material on compact disc, a wide selection of religious education artefacts to support the study of different religions. Books to support the literacy hour are of good quality although the range of fiction and non-fiction books in the library is unsatisfactory. The ratio of computers to pupils is low at 1:20. There are shortages in information technology software, a limited range of art materials and reference books, and more tuned instruments are needed in music.
75. The school has made significant progress in overcoming the deficiencies in accommodation and in resource accessibility identified in the previous inspection report.

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

76. The satisfactory standard of financial planning and the manner in which the school was run identified at the time of the last inspection has been maintained. There are, however, areas in which the school could develop further.
77. Although the school does not have an established finance committee, it has a lead governor for finance and together with a finance working party they work closely with the headteacher in drafting the initial budget. The budget is then presented to the full governing body for approval. The headteacher has specifically delegated powers which restricts how much he can spend without full governing body approval. Analysis of the school development plan shows that prioritised issues are clearly costed and spending patterns match identified priorities. A high percentage of monies has been

spent over the last two years on supply and relief teachers. Together with other inherited budget deficits, this has resulted in the governing body finding it increasingly difficult to set a legal, positive budget. They managed have managed to achieve this but it meant that the school could not afford to employ a member of staff on the deputy headteacher scale. It also meant that the school has a low level of financial reserves. Financial planning is based on a detailed one-year projection but outline planning for a longer period of time is in place. This planning rightly takes account of unforeseen circumstances which have financial implications, such as a rise or fall in pupil numbers. This provides the school with information to project different financial scenarios based on fluctuating pupil numbers. The headteacher keeps the governing body well informed about financial matters and provides regular updates on spending patterns. The school uses the monies it receives in its standards fund to enable teaching staff to attend appropriate training courses. The school has identified the need to provide training in the areas of science and information technology as a priority. This is appropriate. The monies for special educational needs are used in an appropriate manner and make a positive contribution to the progress that pupils make.

78. Although a small number of governors visit the school on a regular basis and can see first hand the impact on spending on purchases such as books for the literacy initiative, there are no formal procedures in place to monitor the cost effectiveness of major spending decisions. This restricts the school's ability to judge what has worked and what has not when identifying future spending priorities.
79. The school budget is monitored in a satisfactory manner by the headteacher. Good use is made of the computerised system and information from the Local Education Authority to check the accuracy of financial accounts and the school's financial position. The school clerk works for eighteen hours per week. This is well below the level usually found for schools of this size. Secretarial and administrative tasks are carried out in a satisfactory manner enabling the school to run smoothly. However, it does mean that the headteacher is engaged in a number of financial and administrative tasks that may not be proving to be the most effective use of his time.
80. Teachers are deployed in an appropriate manner in ensuring that the school delivers a broad and balanced curriculum. Good use is made of a music specialist on the staff, so that she teaches music to classes other than her own. This is an effective use of expertise and has a positive impact on standards achieved. The school, through the deployment of the headteacher in a teaching capacity, is able to create additional literacy groups. This results in teaching being more specifically focused on the needs of pupils and again is having a positive impact on the progress that pupils make. The school is rightly considering if the focus needs to be switched to the development of numeracy standards by using the similar model of staff deployment. Insufficient use is made of curriculum co-ordinators to monitor the quality of teaching and learning across the school. The best use is not always made of support staff at Key Stage 1, as tasks are not sufficiently well focused or structured and the role and expectation of support staff are not made sufficiently clear.
81. Learning resources are used in a satisfactory manner to support pupils' learning. Most subjects are satisfactorily resourced with the exception of information technology and non-fiction books in the library. Available computers are not consistently used to support pupils' work in other areas of the curriculum or to provide an opportunity for pupils to undertake personal study and research.
82. The split site nature of the school results in some difficulties in bringing the whole school together to further enhance the ethos of the school. The school works hard to overcome this and comes together whenever possible. In both buildings, satisfactory use is made of available accommodation. Shared areas are used well for withdrawal

groups. The small library at Key Stage 2 reduces its effectiveness as an attractive place for personal study. The small size of the school hall reduces the school's ability to provide an appropriate range of indoor gymnastic activities for the older pupils. However, good use is made of accommodation on both sites for physical education, geography and science. The school does not make effective enough use of visits outside the local community or residential visits to provide a wider range of educational experiences for its pupils.

83. Taking into account the attainment of children on entry to the school, the standards achieved and the improving quality of teaching and progress, the school is providing satisfactory value for money.

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

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

84. When children start school, assessment data shows that their attainment is at an average level, apart from in their knowledge and understanding of the world. They make satisfactory progress in most areas of the curriculum, which means they achieve standards which are appropriate for their age by the time they are five. However, their knowledge and understanding of the world remains below average. No children in the reception class were identified as having any special educational need.
85. The school does not consistently plan the curriculum for Reception children around the key areas of learning and opportunities are not always provided for children to learn through structured play activities.

#### **Language and literacy.**

86. Children make satisfactory progress developing their language and literacy skills. By the time they are five they have acquired most of the basic elements of reading, writing, speaking and listening and are attaining at the expected level. A minority exceed this level.
87. Children are encouraged in the development of their speaking and listening skills through the use of storybooks and sharing picture books with volunteer helpers. Many of the very youngest children show an ability to listen attentively and respond positively to questions and instructions. Most are able to communicate their wishes and suggestions clearly. However, children are provided with too few opportunities, through planned, purposeful play, to develop their language skills. Many are reluctant to initiate conversation and use extended sentences in discussion with adults.
88. Independent writing skills are effectively promoted, and, by the time they are five, most children have an understanding of the sequence of events in simple stories. They try hard to present their work neatly, and are proud of what they produce. The opportunities that are provided for the growth of emergent writing skills help children to gain an appreciation of the purpose of writing in a range of contexts. They enjoy tracing and copying letters and words and drawing pictures to illustrate their work. They are especially enthusiastic when the work involves the characters Biff, Chip, Kipper and Floppy from their reading scheme.
89. Play activities are not adequately planned, incorporated and implemented to improve children's development of language. Too few purposeful role play situations are provided for children to use vocabulary for their own self-expression, or when playing with a range of play equipment. The youngest children can, however, pronounce some letters of the alphabet and recognise some of the sounds they make. The use the school makes of the National Literacy Strategy as a structure for developing very young children's language skills is sometimes inappropriate because of the complexity of the tasks and activities.

#### **Mathematics.**

90. By the age of five, children are attaining satisfactory standards in their mathematical development and make satisfactory progress. Some children count in simple sequences to five, and frequently beyond, and most have a grasp of the concept of more and less. Insufficient play opportunities are planned to offer a range of opportunities for younger children to develop an understanding of such concepts as capacity and measurement. Activities encourage the growth of understanding of

simple patterns and sequences and children sort and classify in a variety of contexts, including according to colour, texture and type of object. They group leaves, conkers, nuts and fir cones. Use is made of the incidental opportunities that arise during the day, such as registration, for reinforcing children's understanding and knowledge of mathematics. Children use their initiative and show an understanding of number operations. They can make connections between written and spoken numbers and match corresponding numbers and objects. They are familiar with number rhymes and songs, such as 'Five Little Speckled Frogs' and can use their fingers to help them count the rhyme. Many recognise different coins, including 1p, 2p and 5p. They can sort them accordingly but do not yet understand that a 5p piece is the same as five 1p pieces. They count each coin as one, not according to its monetary value.

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

91. By the age of five, children's attainment is below the expected level. Some use is made of children's own experience and awareness. In talking about their homes children distinguish between one room and another, naming them and describing the things in them. They talk about events important to them, including birthday parties and who they will invite to share in their celebrations.
92. They show an interest in animals and pets which is reinforced through stories such as 'The Owl Babies.' However, their general knowledge and understanding about living things is unsatisfactory. They are unfamiliar with basic differences between land mammals, birds, insects and water creatures and do not recognise plants as living things. They know that plants grow, but do not understand that some occur naturally whilst others are cultivated.
93. The children are familiar with a range of objects in their daily lives and know some such as the cooker, iron and cars are dangerous. However, they are unfamiliar with the differences between natural and man made objects and do not know, for example, that a door is a piece of wood which was once a tree. They have some opportunity to explore and select materials and equipment for various tasks, but these opportunities are not sufficiently well planned to develop children's understanding of why materials are appropriate for an activity. Too little time is provided for children to explore water, dough, mud, paint, jig saws and other equipment to develop skills in cutting, joining, folding and building. Insufficient experiences are provided for children to become competent in the use of technology. However, they do know that switches control the television, video recorder and washing machine at home. They talk confidently about making the television work and being able to select and play their favourite videos.

### **Physical development.**

94. By the time they are five the great majority of children display appropriate bodily co-ordination, both in their activities in the classroom and in their behaviour in the playground and attainment is at an expected level. Progress is satisfactory. They develop a range of physical skills appropriate to their age group and, and talk about simple rules in games they play together. They are considerate and know how to take turns when required to do so. For the great majority of children, movement in and around the school building shows an awareness of themselves, others and the space around them. They handle implements such as cutlery, scissors, pencils, crayons, paint brushes and glue sticks well. They put on and take off items of clothing with ease. In physical education lessons most move around the hall, using pulling, pushing and sliding movements, in an appropriate manner. They climb onto apparatus with confidence and dismount from the apparatus with a satisfactory degree of poise. They show an awareness of balance when sequencing movements, and are beginning to

recognise that exercise results in body changes in terms of tiredness. There are insufficient facilities and resources for outdoor play. There is a lack of fixed climbing equipment and no wheeled vehicles such as bikes, trikes and scooters. Nor are there any games painted on the external play surfaces.

### **Creative development.**

95. By the time they are five children are attaining satisfactory standards in terms of their creative development. Progress is satisfactory. They use a range of materials and media for drawing, painting and making collages. They handle tools and malleable materials well. Children are able to demonstrate their own ideas and to compare the outcomes with the work of their classmates. They discuss their chalk and charcoal pictures of Guy Fawkes and compare their work to a commercial picture they have used as a stimulus. Some confidently express the view theirs are better!
96. All children enjoy singing and music activities and know a range of songs, rhymes and hymns including 'He's Got the Whole World in His Hands.' These are used as a sound base to develop children's appreciation of music. They are developing some appreciation of rhythm and recognise faster and slower tempo. They sing in tune and perform action songs with enthusiasm and accuracy. They have favourite songs and tunes and are confident to imitate day to day sounds such as dogs barking, noise of fire engines and people's footsteps when sharing a story. However, too few opportunities are provided for children to explore art, music and dance imaginatively within purposeful, structured play activities.

### **Personal and social development.**

97. The personal and social development of children by the age of five is at an expected level. The children make satisfactory progress. Children are confident, show self-respect and are able to establish effective relationships with other children and adults. They are especially inquisitive when new people are introduced to them. They select resources and activities well when working independently and in small groups. Most children show initiative and an interest in pursuing new areas of learning. They put on and take off outdoor clothing and are confident to ask for help with buttons, zips and shoe fastenings. They are sensitive to the feelings of others and quickly alert adults if one of their classmates is upset or anxious. They enjoy caring for others and willingly volunteer to comfort and befriend each other. During both class and key stage assemblies they show reverence and respect for prayer and are developing an understanding that on these occasions they behave in a similar way to that when they visit a church.

### **Teaching.**

98. Overall the quality of teaching for children under five is satisfactory. Children are made to feel secure through the regular routine and pattern to each day. Staff manage the children well and ensure the atmosphere is warm and supportive. There is a high expectation of pupils' behaviour and homework is provided to reinforce learning. The main weakness is that planning is not consistently built around the key areas of learning and on occasions tasks in literacy and numeracy are too demanding. Insufficient opportunities are provided for children to learn through structured play or experimental learning activities. Support staff and volunteer helpers often bring good skills to the classroom but these are not always used to their fullest potential.

## 9. ENGLISH, MATHEMATICS AND SCIENCE

### English

99. The 1998 National Curriculum tests for seven-year olds in reading and writing show that pupils' attainment is close to the national average in reading and very high in comparison to the national average in writing. A similar picture emerges when the schools' performance is compared to that of similar schools and when the school's results over the three-year period 1996 to 1998 are compared to national averages. In the same three year period boys' performance in reading was better than the girls. Although the group of pupils tested in 1999 consisted of only seven pupils, all pupils achieved at least the level expected of seven-year olds (Level 2) in both reading and writing. Inspection findings indicate that present levels of attainment are at an average level with a significant minority of pupils on track to exceed the expected level. Any differences between inspection findings and test results are clearly attributable to the differing composition, in terms of attainment, of the differing groups of pupils. Teacher assessments of speaking and listening in 1998 indicate attainment to be above average. No evidence of significant worth was found during the inspection to indicate differing levels of attainment between boys and girls that could not be explained by natural differences in ability.
100. The 1998 National Curriculum tests for eleven-year olds show that pupils' attainment is below the national average and well below average when compared to similar schools. Taking the three years 1996 to 1998 together the performance of pupils was found to be close the national average. In the same three year period there was no significant variance in levels of attainment between boys and girls. The 1999 test results show that pupils' attainment is in line with the national average. Inspection findings confirm the 1999 test results. The apparent dips in the level of attainment in 1998 can be explained by the fact that this cohort of pupils had approximately thirty per cent of pupils on the school's register of special educational needs.
101. At both key stages pupils' progress overall is satisfactory over time. There is clear evidence at Key Stage 2 in particular, that the National Literacy Strategy is having a significant impact on the progress that pupils are making. Pupils in lessons are gaining new knowledge and skills at a brisk pace and this is impacting positively on their levels of attainment. Teachers' planning shows that increasingly challenging tasks are being set as teachers develop a deeper and more sophisticated working knowledge of the National Literacy Strategy. Evidence indicates that the longer pupils have had experience of this initiative the greater their level of interest, motivation and enjoyment. Dialogue with pupils clearly shows that a high percentage are growing in enthusiasm about literacy and look forward to their lessons. This is obviously making a powerful contribution to the progress that they make. Pupils with special educational needs make satisfactory progress at both key stages. The more effective use of pupils' individual educational plans by class teachers and the setting of new targets on a more regular basis would enhance their progress. The additional literacy support that is provided by a support assistant at Key Stage 2 is often of a good standard enabling the pupils she works with to often make good progress within the lessons. In most lessons the higher attaining pupils are provided with challenging tasks and activities to complete. Occasionally at Key Stage 1 tasks are not consistently at this high level.
102. Attainment in speaking and listening is at an average level by the end of both key stages. By the age of seven pupils communicate with each other in a clear manner and can talk confidently about their own interests. Pupils are developing the ability to re-tell a story but do not have enough opportunities to participate in role play activities. Most pupils listen attentively to what is being said by the teacher but not all pupils are

as attentive when their classmates are making contributions. As pupils move into Key Stage 2 they continue to be given lots of opportunities to express themselves through whole class and group discussion. Pupils discuss characters within books they are reading, world social issues such as poverty and pollution or persecution of the Jews. Such opportunities clearly provide pupils with opportunities to state and then justify their point of view. Only a small percentage of pupils have a well developed, sophisticated vocabulary, but pupils are always confident in expressing a view or standpoint. In group and whole class work pupils are usually attentive but on occasions pupils do not evaluate the contribution of their classmates before developing and pursuing their own ideas.

103. Attainment in reading is at an average level at the end of both key stages. At the end of Key Stage 1 many pupils read with a reasonable degree of confidence. Most pupils participate with enthusiasm when the whole class are sharing a text in the literacy hour. It is clear that pupils are developing a wide knowledge of authors and terms such as 'illustrator', 'fiction' and 'non-fiction'. Pupils have a sound knowledge of strategies to use to assist them in reading words that they are unsure of. Pupils are not adept at outlining the main points of the text or expressing preferences between books or authors. As pupils move through Key Stage 2 they continue to develop and extend their reading skills. By the end of the key stage the majority of pupils demonstrate an understanding of significant ideas and events within texts or books they are reading. They make reference to text when explaining their views. Nearly all pupils spoken to can locate information using a contents, indexes and know how to use a glossary. They demonstrate a sound knowledge of differing authors such as Betsy Byars, Hazel Townson, Jacqueline Wilson and Dick King Smith. Within literacy lessons pupils are confident to read individually and as part of a group. Pupils use dictionaries and a thesaurus, when completing their written work and can locate required words quickly. Pupils are not proficient at reading beyond the literal level or in using strategies such as skimming and scanning to locate key facts or to quickly get the gist of the text.
104. Attainment in writing is at an average level at the end of both key stages. At the age of seven pupils' writing conveys appropriate meaning as pupils develop their ideas into a sequence of sentences which are most often punctuated by capital letters and full stops. Monosyllabic words are usually spelt correctly and handwriting is legible because letters show accurate form and consistent size. A major emphasis is given to the teaching and development of phonic skills. At present there are two classes containing Year 2 pupils. In the class containing the younger pupils too much work is completed on worksheets and there is not enough opportunities for pupils to develop their writing skills in a creative manner. In the other class this is not the case. In this class pupils write about themselves, news, creatively using phonic and punctuation knowledge as well as the use of a more adventurous vocabulary. At the age of eleven pupils write in a range of forms and their writing is often lively and thoughtful. Examples were seen of extended pieces of writing such as 'My Island', and in writing their own mini-novels. Pupils are developing an increasing ability to take notes and to use bullet points. Pupils carry out analyses of book characters in a satisfactory manner. Throughout the key stage pupils are expected to write for a wide range of audiences and purposes, for example 'P.C. Paddington on Patrol - a log' or a newspaper article 'The Titanic Goes Down'. There is sufficient emphasis given to developing pupils' vocabulary. They understand prefixes, suffixes and that words originate from different countries. Pupils demonstrate a sound knowledge of grammar. Work is often presented well and spelling standards are satisfactory. The many opportunities for pupils to write enhance their literacy skills and many tasks are set at a challenging level for the higher attaining pupils.

105. Most pupils have a positive attitude to work and the vast majority at both key stages are really keen and enthusiastic to partake in all elements of the literacy hour. Pupils are happy to join in discussions, giving their views and opinions readily. When working in small groups during the literacy hour pupils of all ages generally work independently and do not rely too heavily on adult help and guidance. The older pupils clearly recognise that they can use each other as a valuable learning resource. Many pupils find words in dictionaries or a thesaurus rather than asking the teacher. Occasionally pupils at both key stages do not listen attentively enough to the contributions of their classmates. Behaviour is generally of a good standard and any minor disruptions are dealt with firmly but fairly by class teachers. Opportunities are not consistently provided for pupils to undertake personal study and research. Overall, however, the positive attitudes to work demonstrated by the majority of pupils make an important contribution to the progress they make.
106. The quality of teaching at Key Stage 1 is satisfactory with some good practice for the older pupils. At Key Stage 2 the quality of teaching is consistently of a good standard. Planning throughout the school follows the format recommended for the National Literacy Strategy. Activities are carefully planned for the different elements of the literacy hour. Planning is at its best when what pupils are to learn is clearly stated and not just an extension of the activities planned. All teachers throughout the school have a good working knowledge of the literacy strategy. Throughout the school pupils are managed in at least a satisfactory manner and any inappropriate behaviour is dealt with in an effective manner. Teachers' expectations are at a consistently high level at Key Stage 2. An over reliance on work sheets at Key Stage 1 means that tasks are dictated by the content of the worksheet. Where pupils are encouraged to write more independently and creatively and to use a more expansive vocabulary, they respond well and produce work of a good standard. The different elements of literacy hour are usually taught in an effective manner. In the better lessons incisive question and answer sessions really set a good tone and atmosphere for the lesson and the pupils are fired up. In general the plenary session is used well to really assess what the pupils have learned and in the better examples the teacher uses the information to amend or inform future lessons during the week. On occasions the plenary is too long, because it simply becomes a 'show and tell' of all that has happened during the hour. In these instances pupils lose a little interest or it takes away valuable time from group and teacher focused group work. In the best lessons the teaching has real pace and zips along and the choice of shared text is excellent. In one such example the teacher used opening extracts from different books to illustrate how authors can use different style of openings to grip the reader. By the end of the session the pupils had not only acquired a deeper understanding of writing styles, they were desperate to read all the books.
107. Evidence was seen of pupils' literacy skills being used in other areas of the curriculum. This very good practice, however, is not as consistent as it could be. There are opportunities missed in subjects such as religious education, history and science where pupils may fill in tick lists, or copy out work directly rather than consolidating and in many cases extending their literacy skills through writing up experiments, or putting their own view point in writing. A detailed scrutiny of pupils' books indicate that work is usually marked on a regular basis. However, the comments, or a lack of comments, do not clearly indicate to pupils how they are to improve. Excellent examples were seen for the older pupils in school and in these instances the pupils took on board the comments and the standard of work improved. Homework is used well to promote pupils' academic development. A good range of tasks are provided such as reading tasks, spelling activities, writing projects and in some instances independent research. These all have a positive impact on pupils'

attainment and progress.

108. The school does not have a set reading scheme at Key Stage 2 but books are banded by colour at different reading levels to enable pupils to choose and appropriate book. The books that the school have brought in, with the assistance of the parent-teacher association, to support the literacy hour are of a high standard and in good supply. These attractive and well chosen books are inspiring the pupils throughout school with an enthusiasm for literacy. However, the books in class libraries and the school libraries are unsatisfactory in terms of quantity and quality. In addition the library at Key Stage 2 is cramped and unattractive and is not conducive for personal study and research and for engendering a love of books. The school is already considering re-siting the library in the activity room. This is appropriate. A lack of appropriate computer hardware and software and a lack of teacher expertise and confidence means that information technology is not being used in a satisfactory manner to develop pupils' skills of editing or drafting or as a means of personal study and research.
109. The subject has a knowledgeable and enthusiastic co-ordinator who has only recently taken up the post. She has attended all the appropriate training for the introduction of the National Literacy Strategy and has been instrumental in training the teaching staff. She has recently started to monitor teachers' planning and suggested ways of improving the format. Although the headteacher and Local Education Authority advisor have visited lessons, the co-ordinator has not had opportunity to do so. This is an important area for development in order that the good practice that clearly exists can be disseminated and areas of weakness tackled. The school does not analyse test data in sufficient detail to look for areas of weakness and then to set targets for improvement. No regular scrutiny takes place of pupils' work. This again is an area for development which alongside the other stated areas would have a beneficial impact on helping to raise standards further. The co-ordinator, in addition, has identified other areas for improvement that includes the establishment of a moderated portfolio of pupils' work to act as a guide in helping teachers assess pupils work accurately, an increase in high quality books, the re-siting of the library and exploring the possibilities of famous authors visiting the school. These are all appropriate targets and initiatives to pursue.
110. The standards identified at the time of the last inspection have been maintained, and the quality of teaching has improved at Key Stage 2. The commitment of staff to raising standards and to reflect critically on how they teach indicates that the school is appropriately placed to continue to improve in this area of the curriculum.

## **Mathematics**

111. The results of the National Curriculum tests in 1998 show that at the end of Key Stage 1 pupils' attainments are close to the national average. Pupils achieving standards above national expectations are above average. Pupils' attainments are close to those of similar schools. At the end of Key Stage 2 National Curriculum test results in 1998 show that pupils' attainments are below the national average and well below schools with pupils from similar backgrounds. The percentage of pupils who achieved standards above national expectations was also well below that of similar schools. In 1999 the percentage of pupils achieving Level 2 was similar to the previous year. At Key Stage 2 a higher percentage of pupils achieved Level 4 than in 1998 and attainment was close to the national average.
112. Taking test results between 1996 and 1998 together, attainment at the end of Key Stage 1 has been above the national average and close to the national average at

Key Stage 2. Inspection findings show that attainment in number work is satisfactory but attainment in other elements of mathematics are not at this level. The annual variance in test results and discrepancies with inspection findings can be explained by the varying sizes and composition of cohorts and the lack of a high quality scheme of work, which ensures that pupils' prior attainment is built upon. However, there are clear indications that the successful implementation of the numeracy strategy is having a positive impact.

113. Although during the week of inspection progress in lessons was satisfactory, and on occasions good, progress over time has been unsatisfactory at both key stages. Consistent progress, however, is made in pupils' knowledge and understanding of number. Pupils with special educational needs progress at a similar rate to their classmates because targets in their individual education plans are not sufficiently amended to reflect pupils' gains in knowledge and understanding.
114. At Key Stage 1, the majority of pupils are proficient in the recall of addition and subtraction facts to 20 and some can work beyond this. Pupils successfully recognise simple patterns in number and investigate these patterns when working everyday problems. In other areas of mathematics they recognise two-dimensional shapes and can identify some differences and similarities. They have experience of measures, but limited experience of mathematical investigation and in this area of work standards are below average.
115. At Key Stage 2 pupils have solid knowledge of number, some successfully construct and solve problems involving the four rules of number using decimals, money and measures. Most are familiar with two and some three-dimensional shapes and can calculate simple area, perimeter and measure angles. Pupils have experienced symmetry, tessellation's and to a lesser degree probability. Very few pupils are adept at handling or presenting data in different formats. Inadequate opportunities are given for pupils to successfully undertake investigative work or apply the skills and knowledge they have acquired in varying contexts making attainment in this aspect unsatisfactory.
116. At both key stages pupils have opportunities to develop their mathematical thinking and response through mental mathematics. Appropriate time is devoted to developing numeracy skills. Tables and number facts are learned and applied in mathematics lessons, but not in other curriculum areas.
117. Pupils at Key Stage 1 have not made consistently steady progress over time in all elements of the subject. Progress in number work has been satisfactory but progress has not been at this level in using and applying mathematics. In lessons observed, sound progress was seen where they work well with each other and respond enthusiastically to the questions about their work. The youngest pupils can confidently perform addition and subtraction to 6 and they increase their knowledge and understanding of money through coin recognition and comparison of the value of currency including a range of coins. A minority of pupils also recognise a £5.00 note as being an amount of money. Older pupils in the key stage recognise a range of two-dimensional shapes and can complete sequences of patterns using squares, circles, rectangles and triangles. They are able to talk about the features of shapes, including the number of sides and corners each have.
118. At Key Stage 2, progress is becoming increasingly secure within lessons because of the structured format of the numeracy strategy. Over time, however, this has not been the case across all aspects of the subject. Through the strategy, the guidance given to pupils to look for patterns in numbers and think about what they are seeing and doing is securing progress for pupils. For the youngest pupils this includes counting on and

back in 10's and developing their knowledge and understanding of alternative vocabulary for addition and subtraction. Older pupils develop similar strategies to reinforce their concepts of multiplication and division. Pupils in Years 5 and 6 understand symmetrical patterns and what constitutes a line of symmetry. They are less confident in their knowledge and understanding of rotational symmetry. They can discuss features of two-dimensional shapes including vertices and right angles. Their knowledge and understanding of other aspects of two and three-dimensional shapes is insecure and they are not familiar with acute, obtuse and reflex angles. Pupils' ability to use and apply mathematical processes within their lessons and across the curriculum is unsatisfactory. They lack competence and confidence in explaining their thinking when performing mathematical processes. Similarly their knowledge and understanding of shape, space and measurement is underdeveloped. Insufficient opportunities are provided for pupils to use information technology to support their work.

119. Pupils enjoy their mathematics lessons and behave well. In discussion with pupils from Key Stage 2 they speak very positively about the new style of teaching and learning since the numeracy strategy was introduced this term. They find their lessons much more varied and interesting. Most pupils' work is neat and carefully presented, but standards over time have not been consistent throughout the school. In some classes pupils take responsibility for their own learning and co-operate well with one another, reflecting the good expectations teachers have of their pupils. This is particularly evident in Key Stage 2, where groups were working diligently without constant adult attention. Some pupils have difficulty maintaining their concentration and attention and find it difficult to work independently and become restless, especially if the pace of the lesson and the work provided by the teacher lacks challenge and interest.
120. Teaching observed during the inspection was satisfactory. In one in three lessons teaching was good, being characterised by detailed planning, good use of time together with a good range of teaching strategies using open ended questions and specific instructions to reiterate teaching points and assess pupils' developing knowledge and understanding. High, but realistic, expectations are set for pupils through the development of a mutual respect for each other's ideas and efforts. Most lessons are conducted at a brisk pace, teaching points are systematically developed and pupils are highly motivated by thorough explanations coupled with appropriate humour and good use of praise. In other lessons, teaching lacks a sense of pace or the teacher's subject knowledge is not at a high enough level to challenge pupils across all elements of the subject. Marking of pupils' work is not always used well as a vehicle for setting targets for pupils' improvement.
121. The school has adopted the National Numeracy Project Framework as its scheme of work. The recently appointed co-ordinator has had no opportunity to monitor the quality of teaching and learning across the school in order to identify any weaknesses. No provision has been made for a regular scrutiny of pupils' work or a detailed analysis of test data in order to help raise standards. These are important omissions. A collection of pupils' work levelled against the attainment targets of the original National Curriculum has not yet been completed but some thought has been given to address this to reflect the National Numeracy initiative and attainment targets. A shortage of resources has been identified for experimental and investigative mathematics work and the school currently has no commercial scheme to support the Numeracy Strategy.
122. Since the last inspection the quality of teaching at Key Stage 2 has improved and the implementation of the Numeracy Strategy has improved the quality of the curriculum.

## Science

123. The results of the National Curriculum assessments made by teachers in 1998 show that at the end of Key Stage 1 pupils' attainments are in line with national averages. Teachers' assessments of pupils achieving standards above national expectations are also average. Pupils' attainments are broadly in line with the attainment of pupils in similar schools. At the end of Key Stage 2, National Curriculum test results in 1998 show that pupils' attainments are below the national average and well below that of similar schools. Attainment over time based on test results indicate that standards have been consistently below the national average. During that time boys' performance has been close to the national average, whilst girls have performed well below the national average. The 1999 teacher assessments and test results for eleven-year-olds show major discrepancies. Based upon teachers' assessments 75 per cent of pupils were expected to achieve Level 4 or above. In the test only 50 per cent of pupils achieved this level. Evidence from the inspection indicates that at both key stages teachers' assessments were over-optimistic and that pupils' standards of attainment are below average. In the lessons seen pupils, including those with special educational needs, make satisfactory progress but over time and across all elements of the subject, progress has been unsatisfactory. The main reasons for this are a lack of a good quality scheme of work that outlines the knowledge, skills and understanding pupils are to acquire. In addition, teachers lack a deep and secure subject knowledge.
124. At Key Stage 1 pupils' skills in planning and carrying out investigations are unsatisfactory. Many pupils are unfamiliar with handling equipment, demonstrate little natural curiosity through asking questions and are not confident to offer suggestions about what might happen next when watching a teacher perform an experiment. The majority have little understanding about how to modify an experiment by changing an element of a test, such as by altering the incline of a slope to see if it alters the distance travelled by an object. Most pupils have no understanding of the features of a fair test and cannot draw conclusions from interpreting test results or evaluating scientific evidence. The higher attaining pupils begin to make simple predictions such as lighter objects should be easier to push and that objects which are light will float and heavy objects will sink.
125. Throughout the key stage pupils acquire some knowledge and understanding of life processes and living things through their topic work. This includes their body. They draw and label parts of their face. They know some creatures hatch from eggs, including a frog, centipede, worm and snake. They classify animals according to where they live, including woodlands and parks, and whether they are active in the day or at night. They are familiar with animals which live in Africa and Australia and that some of these creatures are in danger of extinction.
126. Pupils' knowledge and understanding of materials and their properties is weak. They know that some things are magnetic whilst others are not and not all metals are attracted by magnets. However, they are unfamiliar with grouping materials according to their similarities or differences, or sorting materials according to properties such as transparency and texture. They are unfamiliar with the changes brought about through heating and cooling materials and how this can affect shape and consistency.
127. Pupils also lack confidence in their work about physical processes. They develop some understanding of how electricity is needed for a number of household appliances including the television and kettle, in order to make them work. They know that by pushing an object with more force it will travel further. Nevertheless, their attainment overall in this aspect of their work is unsatisfactory.

128. Opportunities for pupils to take responsibility for their learning are restricted due to many teachers performing experiments on behalf of pupils. Too few opportunities are included for pupils, especially the higher attainers, to extend their scientific vocabulary and use mathematical and graphic skills to record their work.
129. Within Key Stage 2 the youngest pupils learn about electricity and the appliances in and around school which require this source of energy. They know that some items can be classified according to whether electricity enables them to produce heat light or sound. They discover that several can be classified in more than one way, such as a lamp provides light, but also produces heat. Older pupils develop their knowledge and understanding of electricity by constructing simple and complex circuits using up to four bulbs and three batteries. They predict and test these predictions about the effectiveness of different circuit constructions. Pupils in Years 5 and 6 design an experiment to show the saturation point of water. They build upon their prior knowledge and understanding of dissolving substances to ascertain whether they are soluble or insoluble and whether the temperature of the water affects their solubility.
130. The scrutiny of pupils' work indicates they have had some opportunity to gain knowledge and understanding of all attainment targets of the National Curriculum. However, in discussion with the oldest pupils it is evident that these opportunities have been inadequate. They are not confident in performing experiments or conducting investigative work. They do not demonstrate a clear understanding of physical processes, nor are they able to describe theoretical ideas. Pupils' acquisition and use of scientific vocabulary are unsatisfactory. The recording of their work is unsatisfactory. Worksheets are generally overused, and too few opportunities are provided for pupils to write an extended account of their work.
131. The attitudes of the majority of pupils to their science lessons are good, and for the majority of the oldest pupils they are very good. They clearly enjoy very positive relationships with their teachers and show them high levels of respect. They are generally highly motivated, listen attentively and show pleasure in achieving success. When pupils find their work less interesting they are fidgety and too few make good efforts to answer the teachers questions. On the occasions pupils are afforded to perform investigations and experiments themselves they demonstrate high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery. When this opportunity was given to the pupils during the inspection the quality of their learning experience was much greater than in lessons over-directed by the teacher.
132. The quality of teaching observed during the inspection was satisfactory but over time it has not been consistently at this secure level, mainly as a result of a lack of knowledge displayed by some teachers and the quality of documentation to support the teaching of the subject. At Key Stage 2 teaching seen was frequently good. In the best lessons, where the teaching is stronger, teachers have a secure knowledge and understanding of the subject. Explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. In less effective lessons the tasks provided by teachers do not adequately challenge the pupils. Teachers do not have a secure knowledge and understanding of the subject or high expectations about the quality of the work pupils should achieve. They rely heavily upon worksheets. Opportunities for pupils to perform their own experiments are not well planned to extend their knowledge and understanding of the work.
133. The policy document and scheme of work for the subject do not have a satisfactory impact upon raising standards, and do not ensure there is breadth and balance within the curriculum. Inadequate emphasis is given to planning for continuity and

progression of pupils' learning. There is a lack of rigour in assessment of pupils' work to help plan future lessons or to use the results of tests and assessment data to set targets for improvement. The co-ordinator has not been provided with sufficient opportunities to monitor the quality of teaching and learning, to have a greater impact on raising standards. Resources for science are satisfactory, but the use made of information technology to support investigative work and provide a point of reference, particularly for more able pupils, needs further development. Resources for investigative and experimental work are limited.

134. At the time of the last inspection the quality of teaching and learning at Key Stage 2 was weaker than at Key Stage 1. Some improvement has occurred in the quality of teaching, but this has yet to impact significantly upon pupils' attainment. The school is aware of the importance of raising standards in the subject through improving the curriculum and use made of assessment.

## **Other subjects or courses**

### **Information Technology**

135. Information technology is not timetabled as a separate subject. Inspection judgements are therefore based on observations of pupils at work, scrutiny of their work, dialogue with the co-ordinator, scrutiny of teachers' planning and extensive discussions with the pupils. Standards in information technology are below average at the end of each key stage and pupils do not make enough progress in the acquisition of skills, knowledge and understanding as they move through the school. Resources for information technology are improving as the school becomes increasingly equipped for the National Grid for Learning. A number of computers in classrooms, particularly at Key Stage 1, are not appropriate and this makes it more difficult for pupils and teachers to transfer skills when moving from one machine to another. Over time pupils have not progressively been taught the required skills to cover all elements of the National Curriculum. Not all teachers have the necessary knowledge, or confidence to set challenging enough tasks for pupils to exploit the potential of information technology to the full. The school development plan clearly shows a commitment to raising standards in this area of the curriculum but the school has been restricted in the development of resources by the tight financial constraints the school is currently operating under. The school's action plan for the subject identified the need to update its own policy and scheme of work so that it more accurately reflected the guidelines provided by the Qualification and Curriculum Authority. This is appropriate. Particular emphasis is made to how the National Grid for Learning can be harnessed to improve standards. There is a need now to ensure that the action plan is rigorously implemented. The readiness of the staff to undertake training and the commitment from staff and governors to raising standards suggests that the school is appropriately placed to move forward in this area of the curriculum.
136. By the end of Key Stage 1 pupils' keyboard skills are limited with a percentage unsure as to all the functions of the different keys. Many pupils lack confidence in how to load or close programmes or how to print their work. Some examples were seen of computers being used to support pupils' learning in other subjects but the tasks were often at a low level of conceptual understanding and were not helped by the antiquity of the machines and uninspiring software. Pupils are not adept at sorting and classifying information and then presenting their findings. A minority of pupils bring considerable expertise from home and they can operate computers in a competent manner and recognise the purpose of different functions on screen and on the keyboard. No evidence was seen of pupils inputting a sequential set of instructions to

enable a robotic toy to move in a certain path. With assistance provided by a adult helper the older Year 2 pupils were able to transfer hand-written pieces of work on to the screen and with direct adult guidance were able to print samples of this work.

137. By the end of Key Stage 2 pupils' attainment remains below average. Opportunities are provided for pupils to type work using the computer but this does not often involve the use of drafting or editing facilities. Instead pupils are simply asked to type an already well presented piece of work. Pupils are not confident in changing the style or font they are using or in merging pictures or text. Over time pupils have not had enough regular access to computers. Limited opportunities have been provided for pupils to carry out personal study and research but again a lack of appropriate resources have prevented this happening on a regular basis. The pupils do not possess an adequate knowledge of the potential of information technology in the wider world. Discussions with pupils indicate that computers are not used widely to support other areas of the curriculum. This is confirmed by a scrutiny of teachers' planning. Pupils do not show a satisfactory understanding of terminology such as e-mail, icons or databases. Pupils have had little experience of entering instructions for the computer to follow. The school has rightly recognised this as an area for future development so that pupils have a better understanding of the potential of computers to monitor and control events.
138. The progress of pupils, including those with special needs, at both key stages is unsatisfactory. Pupils have not been provided with a range of appropriate tasks, and activities or been taught the necessary skills in a progressive manner to enable them to make progress at an acceptable rate. A lack of teacher knowledge, and appropriate resources have restricted opportunities for computers to be used to support pupils' learning in other areas of the curriculum.
139. A significant percentage of pupils lack confidence when working on the computers but nevertheless show a good degree of enthusiasm. They are clearly keen to develop their skills and show an eagerness for new knowledge. Where pupils were given appropriate guidance by the class teacher or volunteer helpers they listened carefully and followed instructions well. Dialogue with the more competent computer users revealed that they were well aware that the lack of opportunities to use computers and a lack of appropriate software hampered their progress.
140. No separate lessons for the teaching of information technology were timetabled for the week of inspection. Most of the work seen took place within lessons or pupils were withdrawn to the networked computers to work with a volunteer helper. In this instance and in the classroom teachers and helpers were providing direct instructions to enhance pupils' ability to word process using different text or fonts or to consolidate a previously learned concept through for example, a simple mathematical programme. Often these tasks are not at a sufficiently challenging level and consolidate rather than further pupils' skills. Over time teaching has been unsatisfactory because the required skills have not been systematically taught.
141. The co-ordinator has appropriate knowledge and is keen to develop the subject and improve standards. She has a good awareness of the weakness in provision. She has developed a set of tasks to be taught to pupils to enable them to log on, open file, use the mouse and print a document. The idea being that when pupils have acquired these skills they will print their own certificates to prove they can complete the tasks. This is a good start but shows the level that many pupils are currently working at. The co-ordination of the subject is unsatisfactory because the co-ordinator has not been provided with time or opportunities to monitor teaching and provision across the school and to tackle identified weaknesses. She provides much informal guidance but the school has rightly recognised the need to develop as a priority the role of the

curriculum co-ordinator. There are no procedures in place to assess pupils' level of performance or to tackle their progress.

142. Weaknesses in the subject were not identified in the previous inspection report. However the school has directed much of its time and resources over the last three years to the development and improvement of other subjects and aspects of school life. Consequently the school has not kept abreast of developing initiatives and resources in this area of the curriculum. To that extent the school has fallen behind current trends and improvement has not been as good as the school would have hoped. However, the development of the subject is now a high priority for all staff and governors.

### **Religious education**

143. By the age of seven, pupils' attainment meets the expectations of the local agreed syllabus and by the age of eleven these expectations have been exceeded. At Key Stage 1 pupils acquire knowledge and understanding at a steady rate and at Key Stage 2 the acquisition is at a brisker pace ensuring that pupils make good progress. Progress for pupils with special educational needs is satisfactory at both key stages.
144. By the age of seven pupils have a sound knowledge of the stories of Jesus. They know a good deal about festivals such as Easter and know some of the miracles that Jesus performed. Through their study of topics such as relationships, friends and families they learn about helping and caring for each other, often by talking about their personal experiences in school and at home. Pupils recognise that as Jesus made journeys so do we and that elements such as water have particular significance in the Christian ritual of Baptism. The pupils develop a sound knowledge of the sacred books from other faiths. They not only celebrate Christian feasts and festivals but also develop a satisfactory understanding of the other faiths such as Judaism. They recognise that festivals such as Divali are of particular importance for people with faiths different from their own. Visits to the local church help pupils to understand that some buildings are important to peoples' faith and belief. The pupils write prayers but an over use of worksheets sometimes restricts pupils developing a deeper level of understanding because the worksheets do not encourage pupils to examine their feelings.
145. By the end of Key Stage 2 pupils extend their skills and knowledge and make good progress. They learn about holy books, such as the Bible, the Torah and the Qu'ran as part of their study of world faiths. The knowledge pupils have gained enables them to talk about the different faiths and to make comparisons between Christianity, Judaism, Hinduism, Sikhism and Islam. However, the emphasis for study remains on Christianity. They continue to develop a deeper understanding of Easter and Christmas, Christian rites of passage, Christian symbolism and the Old Testament. By the end of the key stage pupils talk and write in a mature manner about a range of faiths and festivals and showing sensitivity for the feelings of others. Of particular note is the manner in which pupils develop an empathy for worldwide issues such as the plight of refugees, poverty, persecution and how these happenings impact on their lives. As they get older pupils compare different places of worship and discuss the life and work of people such as Mother Theresa, Father Damein, Ann Frank and Edith Caveli. Some opportunities are provided for pupils to re-tell stories in their own words- such as the 'Feeding Of The Five Thousand' but on occasions opportunities are missed for pupils to develop and extend their own feelings because work is copied or there is an over reliance on worksheets.
146. Pupils' attitudes to learning are good. They show interest in their work and enjoy the

activities in which they are engaged. They listen attentively and show enthusiasm. In lessons they feel confident to express themselves and relationships with one another and with their teacher are often good. When subjects such as prophecy or how Jesus is depicted through art are discussed, pupils join in with a good deal of maturity. Behaviour is usually good in lessons although on a couple of occasions the behaviour of a small minority of pupils is inappropriate. Careful scrutiny of pupils' work indicates that they take a pride in their work and where constructive comments are made they take these on board and their work shows signs of improvement.

147. Lessons were only observed at Key Stage 2, both of which were of good quality. The scrutiny of pupils' work and of teachers planning indicates that teaching at Key Stage 1 is at least satisfactory. At Key Stage 2 lessons were challenging, interesting and really got the pupils thinking. In the lessons on prophets and prophecy a very good discussion was generated on how the words are used now and their meaning in Biblical times. The incisive questioning and challenging content enabled pupils to not only realise the importance of a prophet in the Old Testament but also how words can have different interpretations over time, as evidenced by the questions at the end of the lesson, 'Is Mystic Meg a prophet?' or 'If a prophet is an inspired teacher, does that describe you Miss?' In another lesson on how Christian art depicts Jesus, the pupils were invited to look at artists paintings of Jesus and then pupils were asked to examine their own perceptions of how they think Jesus should be portrayed. The result was a far reaching and wide spread number of perceptions ranging from the Light of the World to a teenager or an angel. Pupils are managed well in all lessons and pupils of all abilities are fully involved in question and answer sessions. An overuse of worksheets and a lack of perceptive marking of pupils' work prevents progress in the subject, particularly at Key Stage 1, being even stronger.
148. The co-ordinator is knowledgeable and enthusiastic but has had limited opportunities to monitor the quality of teaching and learning across the school. Scrutiny of pupils' work has taken place but this is not a regular feature of school life. The scheme of work written by the co-ordinator is of a high standard and provides clear guidance for the progressive development of skills, knowledge and understanding. The local vicar is a regular visitor the school. Assemblies make a good contribution to both religious education and pupils' spiritual development. Good use is made of the local church as a learning resource and the school is building up a good collection of religious artefacts from many faiths which help to bring the subject to life. A Jewish visitor has spoken to the pupils about Judaism but the school has recognised that there is a need to extend the range of visits to places of worship of other faiths and of visitors to the school.

## **Art**

149. Pupils' work at both key stages is at an expected level for their age. Pupils of all attainment levels make satisfactory progress. Lessons were not observed in all year groups during the time of the inspection, therefore judgements are also based upon scrutiny of planning documents and an evaluation of pupils' work displayed in school as well as discussions with staff and pupils. Through cross-curricular links with other subjects pupils are provided with opportunities to observe objects and record their observations using pencil crayons, felt pens, chalk and charcoal. However, because art is taught mostly this way, the range of work does not consistently promote adequate development of skills associated with the subject.
150. Pupils in Key Stage 1 explore the medium of paint, mixing colours to investigate the effects of tone. Some pupils talk about the colours they have created and how they modify shades to match samples of paper and fabric. They illustrate well known

stories, such as Sleeping Beauty, Snow White, The Three Bears and Rapunzel by painting pictures of the houses where they lived. They paint pictures of their own homes and, in discussion, talk about why they look different. Pupils have used collage to illustrate the big book story about 'The Owl Babies' and have made leaf rubbings using wax crayons to add to the background effects.

151. In Key Stage 2 younger pupils have studied the work of William Morris and replicated pictures to reflect his style. They have studied Hindu Rangoli patterns and created their own designs using pencil crayons and coloured pulses to provide texture. Older pupils in the key stage have pursued colour mixing to provide tone and shade for their landscape watercolour paintings. They have studied the work of Matisse and produced their own work to replicate his style. Currently they are studying the work of fashion designer Vivienne Westwood and using her style to produce designs for outfits to wear at a special occasion, such as a Royal wedding or a day at the races.
152. Pupils demonstrate a positive attitude to their lessons. However, many younger pupils are reticent to discuss their work and lack confidence and understanding about suggesting ways in which they could improve it. They are not familiar with discussing different techniques, but frequently refer to art as 'painting.' They do not make use of sketchbooks to regularly draft and redraft their work and explore techniques. Large three-dimensional work is underdeveloped. Little evidence was found to suggest pupils gained adequate experience from working in plaster, papier-mâché, mod roc or clay. Nevertheless they enjoy practical activities, concentrate on what they are being taught and take care of their own and other's work. They talk enthusiastically with each other whilst working and show a pride in having their work praised and admired.
153. The teaching of art is satisfactory. In the best lessons teachers have a good knowledge and understanding of the subject, use suitable methods when teaching new ideas and make the best use they can of the limited resources available. They manage pupils' behaviour consistently. On occasions, activities do not provide sufficient challenge. The main area for development is the need to research specific artistic techniques and skills rather than simply using art as an activity related to other subjects.
154. The art co-ordinator is not a subject specialist but has many years' experience managing the subject and shows good knowledge and enthusiasm. There is a sound scheme of work, but it is not consistently applied or followed across the school. Currently there is no formal monitoring of classroom practice. There is no portfolio of moderated work to inform teachers about standards or to assist them in planning for the development of skills, knowledge and understanding.
155. Since the time of the last inspection there has been some development of art within the curriculum. There has been an improvement in the quality of teaching, but there is still inadequate emphasis placed upon the importance of teaching a wide range of skills and techniques, rather than using art to supplement other areas of the curriculum.

### **Design and technology**

156. Few opportunities were provided during the week of inspection to observe lessons being taught due to timetabling arrangements. Discussions with pupils, scrutiny of teachers' planning, previously completed work and photographic evidence all indicate that the standards of pupils' work is at a level expected of their ages throughout the school. Pupils of differing attainment levels, including those with special educational needs, make satisfactory progress acquiring and developing an appropriate range of making skills. Opportunities are provided for pupils to design, plan and evaluate their

work.

157. At Key Stage 1 pupils are proficient at making models using a range of materials, and their cutting skills are at an appropriate level. They join materials securely. Pupils make simple plans which include a list of materials and a diagram of the intended outcome. Pupils work appropriately with different materials including wood, card, paper and textiles. Pupils work with a broad range of construction kits. Tasks are not consistently provided that would challenge pupils sufficiently when using the kits. For example there is no limit to the number of component parts pupils are allowed to use or design briefs that state ' build.... using only.....' or ' a model that can...'
158. At Key Stage 2 pupils develop their skills at a satisfactory rate. Many tasks set are linked to other subjects such as history. In these instances pupils are asked to design or make shields or masks from different times in history. Pupils use a broad range of materials, show an awareness of the need to strengthen joints and to insert support struts to ensure rigidity. Work is not exclusively linked to other subjects. Pupils in Year 4 and 5 were asked to design and build a moving roundabout. Pupils' designs were satisfactory and the finished products were of a sound standard. A good recording format ensures that pupils not only pay appropriate attention to the design element but also as to how they can improve their model. Pupils have opportunities to work with food. Older pupils have made their own sandwiches using a limited range of ingredients and then evaluating how they could be made more appetising and appealing the next time. Some opportunities are provided for pupils to work with more complex construction kits but again design briefs are not as consistently as challenging as they should be. This is further hindered because of a lack of good quality construction kits.
159. Discussions with the pupils indicate that they enjoy design and technology activities. They show a good awareness of the design, making and evaluating aspects of the subject. Pupils recognise the importance of health and safety when working with different tools. Scrutiny of previously completed work indicates that there is an appropriate level of originality and that finished products are not identical. The positive attitudes and enthusiasm that the pupils display have a positive impact on the progress that they make as they move through the school.
160. Based on the available evidence teaching is at a satisfactory level. Planning and documentation shows that the required elements of the subject are taught through either individual tasks or links with other subjects such as history and science. Teachers place sufficient emphasis on the evaluation aspect of the subject and encourage pupils to search for originality in their finished products. On occasions more challenge needs to be built into tasks particularly when pupils are using construction kits.
161. The co-ordinator has good subject knowledge and has usefully used outside agencies such as Derby University to help develop the scheme of work that is appropriately used by staff to teach the subject. The co-ordinator is currently building in elements of the Qualifications and Curriculum Authority guidelines into the school's scheme of work to further strengthen the systematic teaching of the required knowledge and skills in schools. This is an appropriate strategy. Limited opportunities have been provided for the co-ordinator to use his expertise to develop the quality of teaching and learning across the school. Insufficient evidence was available at the time of the last inspection on which to make a judgement about standards and so comparisons with how the school has improved since the last inspection are unreliable.

## Geography

162. In geography, pupils in both key stages attain the expected standards for their age. All pupils including those with special educational needs make satisfactory progress as they move through the school.
163. At Key Stage 1 pupils investigate their own locality. They discuss and note the advantages and disadvantages of living and working in the area, and make suggestions as to how it might be improved. Pupils understand the purpose of maps and plans and develop early mapping skills by planning a route from home to school and identifying local landmarks. They examine the work of people in the locality such as postmen and emergency services. Through their study of seasons and climate they gain a secure understanding of how changes in weather affect people and the environment in which they live. Pupils make a contrast between their own locality and that in another country such as Australia. Pupils use a satisfactory geographical vocabulary, which they use to express their ideas. They use simple co-ordinates to locate buildings on a grid, and are familiar with the four main points of the compass.
164. In Key Stage 2 pupils continue to build knowledge and skills at a satisfactory pace. They carry out a more detailed study of the locality, carry out traffic surveys and assess the quantity and quality of local amenities. Pupils develop good skills in comparing different localities. For example their work in comparing Loscoe to Skegness and Flatford enables them to see how differing towns can have very different characteristics. Pupils extend their knowledge of the wider world in a satisfactory manner. They study Chembakoli and make comparisons between life style and environments. Pupils study European countries such as France and Bulgaria and gain a secure knowledge of facts relating to climate, currency and tourism. Pupils have sound mapping skills and can use symbols, compass points and grid references to locate places of interest. The majority of pupils can name and locate rivers in the United Kingdom. Pupils enthusiastically discuss ongoing topical issues such as the lack of local amenities and world issues such as global warming.
165. The school is currently reviewing its policy statement and scheme of work that are presently used to support the subject. The intention is to adopt and if receiving adapt the Qualifications and Curriculum Authority guidelines. This is appropriate as it will strengthen the good balance between the development of geographical skills alongside geographical knowledge.
166. Pupils at both key stages share positive attitudes to the subject and show an enthusiastic approach. Most pupils take a pride in their work and where constructive comments are made by teachers pupils take them on board and their work improves. A lack of appropriate information technology software prevents pupils from developing more independent learning skills. Overall, however, the good attitudes shown by pupils have a positive impact on the progress made by pupils.
167. Due to timetabling arrangements little opportunity was provided to observe the teaching of geography. However, scrutiny of pupils' books, teachers' planning and discussion with pupils indicates that teaching is satisfactory. Planning shows that over time pupils cover all the required elements of the National Curriculum. Good examples were seen of pupils having to use their mathematical skills in activities such as drawing graphs then interpreting the data, on topics such as traffic surveys. Less evidence, however, was seen of pupils being provided with the opportunity to present their findings in their own words. An over emphasis on worksheets limits pupils' responses and ideas.
168. The subject has an enthusiastic co-ordinator who has only recently taken responsibility for the subject. No opportunities have yet been provided to monitor the quality of teaching and learning either through lesson observations or scrutiny of

pupils' work. The school has carried out work in the locality when looking at amenities or in environmental work by studying water supplies and ponds. Educational visits further afield have not been exploited to the full to enhance pupils' knowledge and understanding. The standards identified at the time of the last inspection have been maintained.

## History

169. The work pupils produce is of a standard appropriate for their age. Pupils, including those with special educational needs, make satisfactory progress in their lessons in the range and depth of their historical knowledge and understanding.
170. By the end of Key Stage 1 pupils have developed an understanding of chronology through studying the lives of well known people including Florence Nightingale and Grace Darling and significant events such as the Great Fire of London. During the period of the inspection pupils learned about the Gunpowder Plot and Guy Fawkes. They know Guy Fawkes intended to blow up the Houses of Parliament and that their celebrations on bonfire night are linked to this event.
171. In Key Stage 2 pupils study other civilisations including the Aztecs, Romans, Ancient Greeks and Ancient Egyptians. They develop their knowledge and understanding of British history through their study of the Tudors and Victorians. By the end of the key stage they have also gained a secure knowledge and understanding of other races who have invaded and settled throughout the British Isles. These include the Vikings and Anglo-Saxons. During the inspection the younger pupils in the key stage were finding out about school life in Victorian times. They talk confidently about similarities and differences and express their unreserved opinion school is better now than then! The oldest pupils discuss Viking longboats and how they were designed and built to cover long distances between places such as Newfoundland, Canada, Iceland and the Shetland and Orkney Isles.
172. The quality of teaching is satisfactory. Teachers have a sound knowledge and understanding of the subject. Planning documents indicate lessons are adequately planned using the time and limited resources to best effect. Behaviour management strategies are consistently implemented by all staff and pupils are provided with clear guidance about standards expected of them. However, on occasions, teachers fail to adequately challenge the higher attaining pupils by providing adequately testing activities. Too much reliance is placed upon worksheet-based activities and too little on encouraging pupils to write personal accounts of their work.
173. Procedures for assessment do not yet adequately inform curriculum planning. This results in pupils throughout the school being given too few opportunities to develop their skills in identifying and explaining different interpretations of historical events, or in using different sources of information and evidence to find out about the past. The use of information technology within the subject is limited. Not enough opportunities are provided for pupils to undertake personal study and research.
174. Pupils enjoy good relationships with their teachers and classmates. They are keen to answer questions and confident to talk about their work. When given the opportunity they work co-operatively, offering and receiving help from each other willingly and enthusiastically.
175. The co-ordinator for the subject has only very recently become responsible for the subject. Nevertheless she has a very clear perception of how this area of the curriculum needs to be developed further in order to provide pupils with a broad and balanced experience, by improving the range of resources and artefacts in school and

through the planned use of visits and visitors. No opportunities have been provided for the co-ordinator to monitor the quality of teaching and learning across the curriculum.

176. At the time of the last inspection a key issue for action was to raise the standards of achievement in history at Key Stage 2. The school has been successful in addressing this weakness and pupils throughout the school are now achieving standards appropriate for their age and ability.

## **Music**

177. In music, pupils at both key stages attain the expected standards for their ages. Pupils, including those with special educational needs, make satisfactory progress. The youngest pupils sing tunefully and are developing the ability to perform actions and sing rhymes simultaneously. They know the role of the conductor and can follow directions given by the class teacher when she performs this role. They follow her direction when clapping in time to music by Mozart and clapping the number of syllables in their name.
178. In Key Stage 2 pupils compare the work of Mozart with that of Mussorgsky. They recall vocabulary such as tempo and dynamics and are able to explain their meanings. They discuss the mood created by pieces of music, including 'Pictures at an Exhibition,' and how the composer has used certain instruments to create effects. They are familiar with how instruments are grouped within an orchestra, including strings and percussion. Older pupils in the key stage continue to listen to and appraise more modern works. They study the lyrics and instrumentation used in 'Downtown' by Petula Clark and 'Liverpool Lullaby' by Cilla Black. They compare and contrast the images of towns created by the two works and evaluate how successful the composers were in addressing different audiences. Older pupils follow more complex clapped rhythms accurately and compose and perform their own three and four beat rhythms. They name and interpret musical notation including crotchets, quavers and minims, knowing the value of each. They articulately explain the difference between a steady beat and rhythm and use instruments to demonstrate the difference. They recall and use subject specific terminology such as 'ostinato' and 'acappella' accurately.
179. Pupils successfully build upon their earlier work as they move through the school. They develop and refine their skills in listening to and appraising a range of music. They develop a sensitivity for audience, venue and occasion. Photographic evidence shows their successes in working together to produce Christmas concerts, songs to share in church at Harvest time and Year 6 leavers' concerts at the end of the Summer term.
180. Pupils enjoy their music lessons. They are confident to share their ideas and feelings. Even the most reluctant soon become absorbed by the activity and readily participate in discussions about their own work and that of others. Pupils behave well in their lessons and respond positively to teacher's expectations. On occasions they can become over-excited and tend to be flippant. Nevertheless, they generally respond to firm management.
181. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils are given a clear understanding of the tasks they are to undertake and teachers draw their attention to points that arise from work in progress. Good provision is made for all pupils to take part in a range of activities, covering all of the National Curriculum programmes of study. The pace of lessons is generally good although at the end of the day some pupils are very tired and find it difficult to sustain concentration. A particular strength of music teaching is the good contribution made by staff with

expertise in the subject.

182. Pupils have the opportunity to learn a range of instruments, through lessons with visiting teachers. This provision makes a positive contribution to the musical life of the school and to pupils' personal development. The contribution of musical productions and the choir also add a valuable dimension to the pupils' social, moral and spiritual development. This is further supported through a wide-ranging but sensitive choice of music for Key Stage 2 assemblies. However, music for assembly is not always used to best effect, when opportunities are missed to reflect on the mood it creates or the intentions of the composer.
183. The co-ordinator is led well by a subject specialist and has devised a policy for the subject and a very comprehensive scheme of work. As the co-ordinator teaches all pupils in Key Stage 2 this provides an effective opportunity to monitor pupils' progress in the subject. It is a recently introduced initiative which is proving to be a good use of subject expertise. The school has yet to develop suitable assessment procedures which inform teachers' planning to ensure pupils throughout the school make progress in all areas of the curriculum. No opportunities are provided for the co-ordinator to monitor teaching and learning in Key Stage 1. Whilst there are adequate resources for the subject, including a good range of recorded music, there are few large tuned instruments and no information technology software. Visits to concerts and the theatre are not exploited, but some use is made of visiting performers to enhance the quality of the curriculum.
184. Since the time of the last inspection the school has begun to raise standards within the subject, especially at Key Stage 2.

### **Physical Education**

185. The school provides a satisfactory range of physical education experiences for pupils. Although not all activities could be observed during the week of inspection, those that were, demonstrated that pupils at both key stages are performing at a level appropriate for their ages. Pupils with differing attainment levels, including those with special educational needs, make satisfactory progress at both key stages. On occasions the higher attaining pupils do not make the progress of which they are capable.
186. In dance at Key Stage 1, pupils perform the basic actions of travelling, turning and stillness to develop their co-ordination and balance. They show an appropriate awareness of space and others and an equally appropriate response to music through their rhythmic movements, direction, speed and levels. In quite cramped surroundings they put together a sequence of movements with varying degrees of speed and shape. In gymnastics at this key stage pupils move around the hall using pulling, pushing, sliding movements. The pupils climb on to apparatus and then exit with a satisfactory degree of poise. Pupils show they can balance on different body parts and are putting together sequences of movements that build up in complexity. Many pupils are starting to realise that vigorous exercise results in changes of their bodies and that they might become breathless. The manner in which the apparatus is set out for the pupils at this key stage is not appropriate as it intimidates some pupils and prevents them from practising, refining or extending balances, rolls or movements on or off apparatus.
187. At Key Stage 2 only a gymnastics lesson was observed. In the lesson the pupils show a more developed ability to balance using small and large bases. They were able to take their body weight on different body parts in a satisfactory manner. Most pupils show the ability to balance on various combinations of bases, points, or patches. A

small number of pupils executed forward and backward rolls in an impressive manner and showed a good level of poise and elegance when starting and finishing a sequence of movements, either on the floor or the apparatus. The small size of the hall and the layout of the apparatus restricts pupils movement and their ability to attempt more adventurous sequences which a small number of pupils are clearly capable of. This restricts the progress that pupils make.

188. A detailed scrutiny of teachers' planning and discussion with pupils shows that over the course of the academic year pupils are taught the full range of activities including gymnastics, dance, small games skills, athletics and for some pupils swimming. In the present Year 6 group of pupils approximately 70 per cent are expected to achieve or exceed the National Curriculum requirements by the end of Key Stage 2.
189. The attitudes and behaviour of pupils during the week of inspection was satisfactory although for a small percentage of older pupils at Key Stage 2 behaviour was unsatisfactory. Discussion with pupils indicate that they enjoy taking part in physical education lessons and appreciate the variety of activities that they take part in. In lessons observed the pupils at Key Stage 1 behave in a satisfactory manner. The majority listen to the teachers' instructions and respond appropriately. Pupils take part with enthusiasm. The dance lesson at Key Stage 1 takes place in the classroom and the lack of space and closeness of pupils to each other results in excitable behaviour. However, when the teacher reprimands pupils they respond appropriately. At Key Stage 2 a significant minority of pupils do not listen attentively to the teacher's instructions and are then unclear as to what is required of them. The noise level is too high. The small size of the hall again causes problems because the pupils constantly come into physical contact with each other when they are completing their sequence of movements. This contributes negatively to the learning environment. The rest of the pupils, however, behave well and show mature and responsible behaviour. They recognise the deficiencies of the accommodation but seek to overcome them through a heightened awareness of space and the needs of others.
190. The quality of teaching overall at both key stages is satisfactory. Teachers' planning is satisfactory and pays attention to establishing an appropriate structure to lessons-warm up-activities-cool down. Teachers' subject knowledge is satisfactory. Teachers are aware of the space limitations and as such recognise that the management of pupils is a key issue. In most lessons instructions are clear and concise and pupils are left in no doubt as to what is expected of them in terms of behaviour, health and safety and application. When teaching is not as effective as it could be the teacher does not gain the full attention of all the pupils before making a pertinent teaching point or there is not sufficient direct teaching of a specific skill to help improve pupils' performance. Where teaching is more effective pupils examples of good practice are shown to all the class and then pupils are given enough time to practice and refine their own sequence of movements. As a result, a higher level of performance is achieved. Not all staff wear appropriate footwear when teaching physical education lessons. The school needs to examine its practice of putting out the same pieces of apparatus at the same height, and the same combinations for pupils from Reception to Year 6. This practice, although designed to ensure that no time is wasted means that the needs of all pupils are not being met because for some pupils tasks are too difficult whilst for others they are too easy.
191. The co-ordinator monitors teachers' planning and has provided some lesson support for a newly qualified teacher. Documentation to support the teaching of the subject is satisfactory. The regular observation of teaching and learning across the school has not yet occurred. The range and quality of small games equipment is unsatisfactory and the restrictive accommodation hinders pupils progress on occasions. The school

makes as much use as it can of its outdoor accommodation to try and tackle this issue. Over the course of the year the school runs a satisfactory range of extra curricular activities including football, netball, athletics and cricket. These activities are run by members of staff and are well attended by pupils. The school takes part in inter school competition for events such as cricket, football and swimming. Links with the wider community include coaching sessions provided by County Football Club and Derbyshire Cricket Club. In addition the school has established effective coaching links with a local cricket club. No opportunities have been provided for pupils to attend residential visits where outdoor pursuits are on offer. The standards identified at the time of the last inspection have been maintained. This is in spite of the fact that the previously identified problems in accommodation have remained.

## **Swimming**

192. The inspection of this school included a focused view of swimming which is reported below.
193. The majority of pupils are on target to achieve the expected level in swimming by the end of Key Stage 2. In the autumn term, Year 5 and 6 pupils receive one swimming lesson per week lasting 30 minutes. In the following two terms Year 3 and 4 pupils attend swimming lessons. Any Year 6 pupils who are not able to swim after the autumn term are provided with additional lessons during the spring and summer terms. This is an appropriate arrangement. The swimming pool is situated approximately two miles from the school and pupils are well supervised on the coach journey and at the pool. No swimming lessons took place during the week of inspection but the school reports that the standard of instruction is good. Detailed records of pupils' attainment are kept by the swimming instructor and copies are provided for the school. This enables pupils' progress to be monitored effectively.

## 2. PART C: INSPECTION DATA

### 194. SUMMARY OF INSPECTION EVIDENCE

- A total of 48 hours 45 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- Additional meetings took place in the week of the inspection with the governors.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

## 1. DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	118	0	10	20

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5.8
Number of pupils per qualified teacher	20.3

#### Education support staff (Y - Y)

Total number of education support staff	2
Total aggregate hours worked each week	30

Average class size:	23.6
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### Financial data

Financial year:	1997/98
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	£
Total Income	227,034
Total Expenditure	215,913
Expenditure per pupil	1,770
Balance brought forward from previous year	-7,431
Balance carried forwards to next year	3,691

## PARENTAL SURVEY

Number of questionnaires sent out:

100

Number of questionnaires returned:

21

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

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	14	67	5	14	0
I would find it easy to approach the school with questions or problems to do with my	19	67	10	5	0
The school handles complaints from parents well	0	45	15	40	0
The school gives me a clear understanding of what is taught	15	45	15	25	0
The school keeps me well informed about my child(ren)'s progress	10	55	20	15	0
The school enables my child(ren) to achieve a good standard of work	20	50	15	10	5
The school encourages children to get involved in more than just their daily lessons	14	48	5	33	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	57	14	10	0
The school's values and attitudes have a positive effect on my child(ren)	10	45	45	0	0
The school achieves high standards of good behaviour	10	43	14	29	5
My child(ren) like(s) school	43	38	19	0	0