

# INSPECTION REPORT

**ST MARY AND ST JOSEPHS RC PRIMARY  
SCHOOL**

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119513

Headteacher: Mrs Elaine Grimshaw

Reporting inspector: Mr Rod Spinks  
2783

Dates of inspection: 28 February – 2<sup>nd</sup> March 2000

Inspection number: 188859

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 School
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bennington Street Blackburn
Postcode:	BB2 3HP
Telephone number:	01254 698301
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Stanley Fletcher
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Rod Spinks	Registered inspector	Science	What sort of school is it
		Information technology	The school's results and pupils' achievements
		Design and technology	How well does the school care for its pupils
		Physical education	How well is the school led and managed
			What should the school do to improve further
Mrs Elizabeth Owen	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents
Mrs Glenda Walton	Team inspector	English	How well are pupils taught
		Geography	
		History	
		Equal opportunities	
Mrs Jean Buswell	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils
		Art	
		Music	
		Under fives	
		Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary and St Joseph's RC Primary School is a small primary school with 184 pupils on roll. There are similar numbers of boys and girls. It is situated on the southern side of the town of Blackburn, serving the local Catholic community as well as other pupils from the local area. The school is popular with parents from the local Asian community. Pupils enter the school in the Reception class once a year in September and there is no nursery provision at the school. 49% of pupils are eligible for free school meals which is well above the proportion normally found. 32% of pupils are identified as having English as an additional language which is well above the average. A number of them receive special support. These pupils come from mainly Asian backgrounds speaking Urdu and Gujarati. There are 35 pupils identified on the school's register for special educational needs. This is average for primary schools. There are three pupils for whom statements of educational need are held.

Pupils' attainment on entry is broadly below average, although the full range of ability is represented. There are fewer higher attaining pupils than normally found in primary schools nationally. In general a larger proportion of pupils are from disadvantaged background than might be expected in this popular and growing school.

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

This is an effective school where good teaching enables pupils to make good progress. By the time pupils are eleven they are attaining similar standards to those found in most schools nationally in English and mathematics. However, there are fewer than average pupils who attain the highest standards at this age. Pupils have positive attitudes to school and their social and moral development is good. Pupils from a range of different backgrounds relate well together. The headteacher and governors work closely together, providing effective leadership that enables the school to realise its mission statement.

Although the school has a higher income per pupil than the average it spends more per pupil on teachers and resources. The school is providing good value for money. It is making particularly effective use of additional resources from the local Education Action Zone to improve standards and reduce absence.

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

- Pupils make good progress. By the end of Key Stage 2 they attain standards close to the national average, and well above the average for schools with similar numbers of pupils eligible for free school meals.
- Standards in information and communication technology are significantly above average by the end of both key stages.
- Teaching is consistently good. This promotes pupils' good progress, especially in Years 5 and 6.
- There are good relationships between pupils. Pupils of all backgrounds get on well together.
- Pupils' moral and social development is good.
- The governors are very knowledgeable and make a good contribution to the effective management of the school.
- Pupils with special educational needs make good progress. They are well supported by classroom assistants.

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

- The headteacher and governors do not monitor the school's work systematically. This limits the effectiveness of the work being done to improve the school further.
- Teachers do not always set sufficiently clear learning targets for pupils in lessons.
- Teachers' marking and assessment are inconsistent.
- The school has set insufficiently challenging targets for pupils' attainment at the end of Key Stage 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This school was found to require special measures following its inspection in March 1996. It was judged by Her Majesty's Inspectors to no longer require special measures in December 1997.

The school has continued the improvement shown in the 1998 inspection. Pupils are now attaining standards, by the end of Key Stage 2, which are close to the national average for pupils attaining the expected standard of Level 4 in English and mathematics. Standards are slightly lower in science. These standards show consistent improvement since the first inspection. Taking into account the below-average levels of pupils' attainment on entry to the school, this indicates that pupils are making good progress and are achieving well. The quality of teaching has improved from a poor standard to a high standard. In this inspection teaching is judged to be good overall with a significant proportion of very good and outstanding teaching. The improved standards are a direct result of the improved teaching. The governors have provided secure support and clear direction for the school during a period of major change in the leadership of the school. The current headteacher has been in post since September 1999 and the deputy headteacher from January 2000.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	A	C	A
mathematics	E	A	B	A
science	E	B	E	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

By the age of five pupils have made good progress, but are still attaining standards which are below the average. By the age of seven pupils have made significant progress although standards remain well below those found nationally.

In the 1999 tests and assessments for eleven year olds, pupils attained standards in English which are in line with the national averages. They attain standards above the national average in mathematics. However, standards in science are well below the average. When compared with schools having a similar proportion of pupils eligible for free school meals, standards in English

and mathematics are well above the average and standards in science are average. Pupils have made good progress to achieve these standards. They enter the school with below average attainment and there is a high proportion of pupils for whom English is an additional language. Although standards over the last three years show some variation due to varying proportions of pupils with English as an additional language and those with special educational needs, the general trend is of significantly improving standards.

Pupils attain high standards in their use of information and communication technology. They demonstrate skills and understanding well beyond those normally found. Standards in the other subjects of the curriculum are typical of those expected for the different age groups.

The school has set targets for pupils' attainment in 2000 and 2001 which are based upon known data but do not take sufficient account of the good progress pupils are making. They are therefore insufficiently challenging.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have positive attitudes to school. Most work hard and do their best.
Behaviour, in and out of classrooms	Overall the behaviour of pupils is satisfactory. Behaviour is often very good although a number of pupils of all ages demonstrate unsatisfactory behaviour.
Personal development and relationships	Overall good. Pupils have good relationships and pupils from the many different backgrounds get on well together.
Attendance	Attendance levels are low. The school has introduced measures to improve attendance and the levels of unauthorised absence have dropped significantly.

Generally pupils develop well as individuals. They show responsible attitudes by the end of Key Stage 2. Relationships in the school are good and all pupils get on well together. A few pupils find concentration difficult and their behaviour can slip. Teachers generally manage these situations well. Attendance levels are lower than average but the school is working well with outside organisations on improving this situation. Unauthorised absence is already being reduced.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Satisfactory	Good	Very good

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

The teaching of English and mathematics is good or very good in both key stages. Teaching was judged to be at least satisfactory in almost all of the lessons observed. It was good or better in over two thirds of lessons and very good and outstanding in almost one lesson in five. Teaching was judged to be unsatisfactory in only one lesson. Teaching is particularly effective with older pupils. Teachers have secure subject knowledge and use a range of approaches to deliver lively lessons. They very effectively target the development of pupils' language and



vocabulary development in almost all lessons. Teachers use their ongoing assessments of pupils' progress in lessons to challenge them further, and enable them to make even better progress. However, more formal marking and assessment are inconsistent and is not well used by teachers to guide their longer term learning plans for pupils.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All aspects of the National Curriculum, literacy and numeracy strategies are provided for pupils. The school provides all pupils with good learning opportunities in information and communication technology. However, there is only a limited range of extra-curricular activities available to pupils.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make good progress as a result of the very effective support they receive.
Provision for pupils with English as an additional language	Good. These pupils make very good progress through well targeted teaching and very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' moral and social education is good. Spiritual and cultural education are satisfactory.
How well the school cares for its pupils	Good. There is a caring atmosphere which promotes good relationships and encourages pupils to work hard and achieve high standards. However, the monitoring of pupils' progress is less effective.

The curriculum provided for pupils fully meets the National Curriculum requirements. It is particularly effective in delivering the National Literacy and Numeracy Strategies and information and communication technology. It is less effective in developing investigation and research skills.

The school effectively cares for its pupils. Pupils with special educational needs and those for whom English is an additional language are very well supported.

The school has good relationships with parents. The school involves a number of parents in its daily work supporting in classrooms.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and the governors are working well together to ensure that the school continues to improve the standards pupils attain by improving the quality of teaching.
How well the governors fulfil their responsibilities	The governors are very effective in carrying out their responsibilities. They are knowledgeable and have a good understanding of the work of the school.
The school's evaluation of its performance	The school has begun to implement procedures to systematically monitor its work but these are not yet fully in place.
The strategic use of resources	The school efficiently and effectively uses its resources to provide a good quality education for pupils. It is using additional Education Action Zone resources very effectively.

The management of the school is good. The headteacher and governors have a clear view of the way the school should develop in order to continue the improvement already made.

They seek to use the resources available efficiently and effectively. They apply the principles of best value to the acquisition of resources.

Senior managers and governors have effectively monitored the work of the school in recent years. However, to continue its improvement, more systematic and rigorous procedures are being developed to evaluate the effectiveness of the work of the school and to ensure value for money in all aspects of the work of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good progress pupils make.</li> <li>• Good teaching.</li> <li>• Pupils are expected to work hard.</li> <li>• The personal development of pupils.</li> <li>• The good opportunities provided for pupils' spiritual, social, moral and cultural development.</li> </ul>	<ul style="list-style-type: none"> <li>• There is some unsatisfactory behaviour.</li> <li>• Parents would like pupils to receive more homework.</li> <li>• Parents would like more information about the progress their child is making.</li> <li>• The limited range of extra-curricular opportunities.</li> <li>• Parents would like to work more closely with the school.</li> </ul>

Overall, inspectors' judgements support the views of parents that pupils are making good progress, particularly in the key subjects of English and mathematics. The good progress is the direct result of the good teaching that pupils receive. Teachers have generally high expectations of both the quality and quantity of work pupils are expected to do. They also expect pupils to behave and to relate well to one another and their teachers.

Inspectors also found that pupils' social and moral development was good and that spiritual and cultural development was satisfactory. In the latter case teachers could make more effective use of the religious and cultural diversity represented in the school.

Although inspectors judged that pupils' behaviour was satisfactory overall, they recognised the concerns expressed by parents concerning the inappropriate behaviour of a significant number of pupils. In most cases these pupils are very well managed.

The annual reports to parents concerning pupils' progress do not provide sufficient ongoing information for parents. Inspectors agree that parents would be more able to help their children if they had more information both about progress and the work children are expected to do at home.

There are only limited opportunities for pupils to take part in extra-curricular activities and pupils and the range of opportunity could be extended. This may well involve the school in working more closely with parents in providing these enhanced opportunities.

## **PART B: COMMENTARY**

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

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

1. Assessments of pupils during the first term on entry to the school, using the local education authority's baseline assessment tests, shows that pupils' attainments are significantly below average on entry to the school. By the age of five pupils attain standards that remain well below average though having made good progress, particularly in basic skills and in social activity. There are few higher attaining pupils.
2. In the 1999 national tests and assessments for seven year olds pupils attained standards that are well below the average for schools nationally. Standards in reading were very low and in writing and mathematics were well below those of similar schools. These standards have been at the same level for the last three years. However, given the very low standards on entry to the school, particularly in pupils' knowledge and use of English, they represent good progress by most pupils.
3. A thorough scrutiny of pupils' work by inspectors indicated that the standards being attained by current pupils in Key Stage 1 are closer to those typical for their age. Their work shows that they are making good progress, particularly in their acquisition of language through some effectively targeted teaching. The introduction of the national strategies for literacy and numeracy are improving the progress pupils are making and this is likely to impact on standards in the future. Pupils with special educational needs and those for whom English is an additional language make very good progress through some very effective support both in class and in small withdrawal groups. The school uses careful assessments of pupils' reading development to monitor these pupils' progress and the impact of the specially targeted support programmes.
4. In the 1999 national assessments for pupils aged eleven, pupils attained standards which were in line with the national average for pupils attaining the expected Level 4 in English, above the average in mathematics and below average in science. The percentage of pupils attaining the higher Level 5 was below average in English, close to the average in mathematics and well below the average for science. In comparison with similar school standards were well above average in English and Mathematics and average for science. Over the last three years standards have been close to the national average in English and mathematics and well below in science. The difference in attainment of boys and girls is similar to that found nationally.
5. From a detailed scrutiny of pupils' work over this academic year, inspectors judge that pupils are making good progress throughout Key Stage 2 and that their progress is frequently even better in the classes for ten and eleven year olds. Standards in reading show that the majority of pupils are attaining the levels expected by the end of the key stage, largely as a consequence of the school's effective response to the National Literacy Strategy. Standards in number are in line with those expected nationally and the emphasis on numeracy through the national strategy is being effectively delivered by teachers.

6. In information and communication technology standards are judged to be significantly above those found nationally by the end of Key Stage 2. By the end of Key Stage 2 pupils are attaining standards in line with those expected in all other subjects of the curriculum. As this is a Roman catholic voluntary aided school, religious education was not covered in this inspection. A report of a separate inspection for this subject is available from the school. Pupils with special educational needs make good progress and attain the targets set for them. Pupils for whom English is an additional language make very good progress to attain standards in line with the other pupils.
7. The school has set targets for pupils' achievement in national assessments at the end of Key Stage 2 based upon a range of information. However, inspectors judge that the progress pupils are making shows these targets to be less challenging than they might be and that pupils are on course to exceed them.
8. Taking into account the below average attainment of pupils on entry to the school, they are making good progress and achieving well in all age groups in the school in response to the good teaching they receive. There is significantly good progress in language skills through effective targeting by all teachers of vocabulary and language development.

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

9. Pupils are enthusiastic about their school and show enjoyment in their work.
10. Where routines are well established and teachers' expectations are clear, pupils respond well, concentrate and work hard. However, the lack of such routines in some classes does lead to some poor behaviour at times.
11. Relationships between pupils are good and there is a high degree of harmony between pupils of differing racial and cultural backgrounds. Relationships between pupils and staff are generally good, and teachers are supportive and sensitive to pupils' needs. Pupils are polite and helpful to visitors to the school and usually behave sensibly outside the classroom.
12. Any instances of possible bullying are taken very seriously by the headteacher and staff, and prompt action is taken.
13. There are opportunities for older pupils to take on responsibility for a variety of tasks in school, including supervision of playtimes as part of their role as prefects. They undertake these duties with commitment and enthusiasm. There are however, too few opportunities for pupils to take responsibility for developing their work and becoming more independent in their learning.
14. Attendance is well below the national average, and this limits the progress made by a small proportion of pupils. However, there is evidence that the *Call Divert System*, introduced as part of the Education Action Zone initiative, is bringing about some improvement, particularly in reducing the high levels of unauthorised absence and short term inappropriate absence. A number of pupils arrive late in the morning and although this is pursued by the staff it occasionally slows the start to lessons.

15. Referrals are made appropriately to the education welfare officer, who is in contact with a number of families where lateness or attendance is a problem. Although attendance rates have improved since the last inspection, the poor attendance of a few pupils limits the progress they make and the standards they attain.

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

16. The teaching was satisfactory in 29% of the 42 lessons seen. It was good in 50% and very good in 16%. One excellent lesson was observed and one lesson was observed in which the teaching was unsatisfactory. The quality of teaching has improved significantly since the previous inspection in 1996. The impact of the teaching on pupils' learning is good overall.
17. The teaching of the pupils who are under five is satisfactory overall. The teaching of numeracy is good. Lessons are planned well. An appropriate range of relevant and interesting experiences based on the early learning goals identified for the foundation stage ensure that the pupils are fully involved. The contribution of an additional teacher and the classroom assistant supports the pupils' learning, particularly in their language and literacy development and numerical understanding. Creative skills are under-emphasised.
18. The teaching of English through the literacy strategy is consistently good, and at times very good in both key stages. There is appropriate curriculum planning, texts are well-chosen and time is used well. In Key Stage 1, the very good teaching is mainly in the Year 1 class. Good questioning challenges all the pupils and ensures that their attention is sustained. In Year 2, the good teaching is characterised by the setting of clear learning objectives which are understood by the pupils. In Key Stage 2, there is good teaching in Years 3, 4 and 5. It is characterised by explanations that are clear and by the use of correct grammatical terminology, for example, in the teaching of reading to gather information from non-fiction books.
19. The teaching of English in the Year 5 and 6 class is very good. Lessons are conducted at a brisk pace and a good variety of activities ensures that pupils' interest and motivation are engaged. The plenary session is used well to summarise what has been learnt.
20. The numeracy strategy is taught well throughout the school and the quality of teaching is always good or better. In Key Stage 1 the very good teaching involves a high level of challenge in tasks set and to which pupils respond well. Where the teaching is good, there are clear objectives to the lesson and time and resources are used well, to ensure that pupils work quickly and accurately. In Key Stage 2 effective teaching involves a lively, interactive approach with high levels of involvement from all pupils. Teachers display good subject knowledge and stress the use of correct mathematical vocabulary which promotes pupils' learning.
21. The teaching of science ranges from good to excellent. Most of the teaching is good. In Key Stage 1 effective teacher interventions extend pupils' understanding of scientific concepts and pupils' attention and interest are engaged. In Key Stage 2 the very good teaching involves challenging questions and good use of resources to engage pupils' interest. Clear time limits are set for the completion of tasks and the majority of pupils respond well.

22. In general, where teaching is good and very good, teachers plan lessons well and identify what pupils learn well. Teachers display good subject knowledge, for example, in a Year 3 and 4 lesson on information and communication technology, where pupils' learning was extended by the teacher's knowledge of software and its use and limitations. Very good use is made of the interactive whiteboard to demonstrate computer applications and to involve pupils in its use.
23. When the teaching is satisfactory, lessons are planned carefully; however, they do not always identify what should be learnt in words that pupils understand. However, there are occasions when some pupils behave inappropriately, for example, by calling out or by talking too loudly in group activities. Classroom routines to promote good working behaviour are not consistently implemented and the pace of work is impeded.
24. In the one unsatisfactory lesson seen, strategies for behaviour management were insecure and some unacceptable behaviour went unchecked.
25. Teaching for the pupils with special educational needs is consistently good. Classroom and special support assistants are involved in teachers' planning. The work is matched well to the ability of the pupils and they make good progress in relation to their capability, especially in numeracy and literacy. Provision for pupils with English as an additional language is good and these pupils make good progress. Additional literacy support and the Reading Partnership Scheme are undertaken well to support pupils attaining the lower levels in reading.
26. The marking of pupils work is variable in its quality. Most of the work is marked and teachers' comments summarise what has been achieved. However, pupils are not given sufficient guidance on how to improve the quality of their work. Each pupil is set targets in reading, writing and mathematics half-termly and these are shared with pupils and parents. However, these targets are not consistently used to remind pupils of the progress they are making, for example, in their writing.
27. Homework is set and effectively supports the work pupils do in class, for example, in numeracy.

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

28. The range and quality of the curriculum is satisfactory. The requirements of the National Curriculum are met particularly well in both key stages in reading, numeracy and information technology. The requirements are met satisfactorily in all the other areas of the National Curriculum. The curriculum is less effective in developing pupils' investigation and research skills.
29. Within each subject, worthwhile learning opportunities are provided which take into account the interests and aptitudes of pupils including those who have special educational needs. The issues raised in the previous inspection concerning the curriculum have been addressed well.

30. Curriculum planning clearly takes account of the National Literacy and Numeracy Strategies and ensures all areas of the National Curriculum are covered. Curriculum plans include a sound long-term overview of what is to be taught when. This provides for pupils' learning in each subject to be built up systematically across both key stages and successfully supports teachers' more detailed medium term planning. Policies are in place for all subjects and there are useful schemes of work for most subjects. All staff are involved in the planning process.
31. Appropriate teaching time is allocated to the foundation subjects of the National Curriculum. Most subjects are planned and taught separately, but there is some combining where relevant links exist, for example in art and design and technology. Shortcomings in curriculum planning highlighted in the last inspection report have been addressed well and current planning ensures that challenging learning experiences are provided for pupils to promote good progress.
32. The curriculum for the pupils who are under five years of age follows national recommendations. It takes full account of the targets identified from the foundation stage curriculum. There is limited provision for secure outdoor play and this creates insufficient opportunities for challenging pupils' physical skills.
33. The school has effective strategies for teaching the basic skills of literacy and numeracy. These include adoption of the national strategies, clear planning objectives, the introduction of the recommended three-part structure for lessons and an increase in the time allocated to the subjects.
34. A limited range of extra curricular opportunities are provided which include football, a music appreciation club and line dancing. These make a positive contribution to the physical, social and artistic development of the small number of pupils who are able to attend. Parents also identified the limited range available and would like to see an increased range.
35. All pupils have homework which reinforces and enhances the work they do in lessons. The school's homework policy outlines expectations clearly for each year group. In addition during the second half of the spring term, after school classes are provided each week in English, mathematics and science for Year 6 pupils and these clearly contribute to the enhanced progress these older pupils make.
36. All pupils have equal access to the curriculum. Pupils with special educational needs and those with English as an additional language are fully integrated into all aspects of the life of the school. They are supported well in their lessons by both the support staff and parents and careful management of small group withdrawal lessons ensures these pupils are taught all subjects. In Key Stage 2 all pupils have the chance to learn to play the recorder and to join the recently formed choir.
37. Personal, social and health education including sex and drugs education is provided through circle time and science lessons. Pupils of all ages have a developing awareness of their ability to make choices relating to their health.



38. The school has established satisfactory links with the community and local business. Staff exchanges have occurred with a major retail store. Senior citizens make positive contributions to the school's reading programme and the history curriculum. The local police officer and nurse are regular visitors.
39. Pupils in Key Stage 2 engage in competition with other local schools for football and cross country running. The school has good links with its feeder secondary school. A comprehensive induction programme, which includes visits prior to transfer, ensures a smooth transition for the pupils at the age of eleven. Effective links with the providers of pre-school education are yet to be developed.
40. The curriculum is enhanced through a range of visits and visitors to the school. These include visits to the local library and Cathedral. Visitors include an artist in residence, a drama group and a poet
41. The school has a strong Christian ethos and meets fully with the requirements for collective worship. A report of a separate inspection of collective worship is available from the school. The local priest visits the school and in return pupils celebrate Harvest and Christmas in the local church. This supports their spiritual development.
42. Pupil's social and moral development is good. Pupils know right from wrong; and in assemblies and around the school they are encouraged to consider the effects of their behaviour on others. For example, the pupils have written their own school rules and these are displayed throughout the school. Good strategies are in place for encouraging good behaviour and the pupils respond well to the reward systems. Pupils take some responsibility for organising equipment required for assemblies and collecting money for charity. However, there are few opportunities for them to exercise initiatives and take responsibility in lessons.
43. Pupils' spiritual and cultural development is satisfactory. Pupils begin to understand about spiritual belief and learn about a range of different faiths in assemblies and religious education lessons. The school recognises and makes good use of the cultural diversity of its pupils to enhance the learning of all. The music curriculum and music appreciation club provide opportunities to listen to music from various cultures

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

44. Teachers know their pupils well. They are aware of their particular needs, particularly those with special educational needs and those for whom English is an additional language. They monitor behaviour carefully and where necessary use a range of additional services to support pupils and their families.
45. The school has effective systems to deal with child protection issues and appropriate staff are identified as having responsibility in this area. The school provides a safe environment for pupils and a recent detailed health and safety review identified only minor issues. The school grounds, whilst large and a good resource, suffer from litter and other rubbish at the perimeters. The school is fully aware of this and deals with problems promptly.

46. There are sufficient adults on duty at breaks and lunchtime who supervise pupils at play. They have good relationships with the pupils. Pupils from all backgrounds play well together. Pupils identified very little bullying but when it occurs it is dealt with efficiently and effectively.
47. The personal development of pupils is promoted effectively by the school. They are expected to behave well and to relate well to one another. There are good procedures for monitoring pupils' behaviour. Effective use is made of the rewards systems including the *golden book assembly* each week to recognise good or improved behaviour. Some pupils do show some inappropriate behaviour but for most of the time teachers manage this well so that all pupils have the opportunity to learn and make progress.
48. Attendance levels in the school are below average. There are efficient systems for recording attendance and absence. The recently introduced call divert procedures for contacting parents on the first day of absence, funded through the Education Action Zone, appear to be improving attendance overall but, in particular they have significantly reduced the levels of unauthorised absence. Attendance levels are affected by the extended holidays taken by some parents.
49. The monitoring of pupils progress is less effective. Teachers do record assessment information in their mark books but this is insufficiently linked to attainment levels identified in the National Curriculum. The information collected does not enable teachers to identify the progress pupils are making in enough detail so that clear, specific targets for improvement can be given to pupils. Senior managers do not yet monitor teachers' assessments and so do not have a sufficiently detailed and accurate picture of the good progress pupils are making to set challenging whole school attainment targets.
50. Teachers mark pupils' work regularly but the processes vary from class to class. Overall, marking does not sufficiently identify what pupils know and can do nor does it identify what they need to do to improve. These limitations extend to the annual reports provided for parents about the progress their children are making.
51. The assessment of pupils' attainment and progress within individual lessons is used effectively to promote good progress during lessons. Teachers have clear targets for their lessons identified within their planning and these are shared with pupils at the start of each lesson. However, these tend to be teaching targets and not learning targets for pupils and pupils often have difficulty relating to them. For example, *today we will learn about solids, liquids and gases* rather than *by the end of the lesson you will understand the relationship between ice, water and steam*.
52. In contrast a recent detailed evaluation of pupils' achievements in the 1999 end of Key Stage 2 national assessments is being used to guide the planning for the *booster classes* for pupils in Year 6 to be taught later in the year.
53. Pupils with special educational needs are very well supported. A number of support staff and parents work well with these pupils to enable them to have full access to the curriculum and to make good and sometimes very good progress. Such support is effective whether it is working with pupils within the class or with small groups withdrawn

for specially targeted work. Effective use is made of the additional support available from the local education authority.

54. Pupils with English as an additional language are well supported. They have special sessions where they are withdrawn from mainstream lessons to do more specific English language work. Such withdrawal is linked to the appropriate English lessons on the school timetable and so pupils do not miss any learning opportunities in the other subjects of the curriculum. Good use is made of specialist support for the Supporting Ethnic Minorities Achievement programme.

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

55. Parents are very supportive of the school and high levels of satisfaction were expressed in the parents' questionnaire, and at the parents' meeting.
56. A number of parents help in school and some are involved in local education authority initiatives. These include the *Better Readers* project and the *Parents as Educators* course. The school is involving parents in specific aspects of the school's work and parents are becoming enthusiastically involved. Overall the contribution from parents is targeted well and is of great benefit to the school and its pupils.
57. Parents receive an annual report and information on the half-termly targets set for their children. The school recognises the need for further development in the extent of involvement of parents in their children's learning. The home liaison book, which is designed to promote pupil's reading at home is not used consistently by parents or teachers. Parents, particularly of younger children are not sufficiently informed of how they could help with their reading. The current school prospectus does not meet requirements in a number of areas.
58. The school provides a range of on-going information for parents through letters which encourage parents to support their children's learning. More parents are attending parents evenings than at the time of the last inspection.

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

59. The headteacher provides clear leadership and direction for the school. She is keen to continue to raise standards through improving the quality of teaching. The governors are very supportive and have a clear understanding of the steps necessary to improve the quality of education and to raise standards. They have effectively supported previous headteachers and the current headteacher to this end.
60. The school has a clear mission statement to develop each pupil to meet their full potential through setting them clear and challenging targets and to develop pupils as members of society with good relationships and personal understanding. The school meets these aims in its work. By the end of Key Stage 2 pupils are attaining good standards in most subjects. Relationships in the school are good and pupils from a number of different ethnic origins relate particularly well to one another.

61. Teaching has been monitored effectively by senior staff to promote strong improvements over recent years. Senior staff have monitored teaching in all classes in recent years. They have identified clear targets for improvement. These have been supported through a programme of staff training. New staff have become part of the team, sharing the goal of improving the quality of teaching and raising standards.
62. The school's improvement plan identifies appropriate priorities for continuing the improvements of the last four years. It is sufficiently detailed and costed. There is a programme for monitoring the implementation of the improvement plan, but this is insufficiently rigorous and is not based upon agreed criteria.
63. The established programme for monitoring the quality of education and standards has had a significant impact on improvements. It has recently been extended. Subject co-ordinators are now having the opportunity to monitor the work in classrooms in addition to their current monitoring of teachers' planning. They have not yet identified procedures for closely monitoring the standards that pupils are achieving in each subject. However, the recent detailed analysis of the 1999 Key Stage 2 results is being used very effectively to target the *booster class* work to be carried out with the pupils currently in Year 6. The ongoing evaluation of performance would benefit from more widespread use of this approach.
64. Since the previous inspection the school has had three headteachers. The very knowledgeable governors have during this period of change had a significant impact on identifying the strengths and weaknesses of the school and the sustained improvements in teaching and the better progress pupils make.
65. Over the last year more detailed and useful budgetary information has been made available to managers and governors. The recently appointed administrative officer is developing efficient systems for monitoring spending and the budget. This is enabling the governors to make informed decisions regarding the allocation of funds to meet the priorities they have identified. The most important of these is to organise the school so that there are no mixed age classes. The decision to staff the school from January 1999 at this level and to have a non-teaching deputy as well as headteacher to the end of the academic year is understandable, given the work involved and the planned extension of classroom monitoring. However, the governors have not yet clear plans for evaluating the impact this has on improving the quality of education and on the standards pupils attain. An evaluation of these features early in the autumn term next year would be appropriate.
66. The school has a well qualified and appropriately experienced staff. They are efficiently deployed and their management roles are being effectively developed.
67. The governors ensure that most statutory requirements are met. There are some details in the school prospectus and the school's reports to parents which need revision; and these have already been identified by governors.
68. The school is housed in a large and spacious building. There is ample classroom space and there is a large hall and a separate dining hall. Unusually for a primary school there is a dedicated information technology room with ten computers. This resource has been enhanced through the local Education Action Zone which has funded a lap top computer

and an interactive white board. These resources are used very effectively and pupils are attaining above average standards in the use of information technology. The school is currently reviewing the use it makes of the school building and the way in which spaces are allocated to classes and other activities.

69. The school is situated in extensive grounds with four playgrounds as well as sports field and other grassed areas. The perimeter is safely fenced but the school suffers from high levels of litter and other rubbish at the perimeter of the grounds which has come from outside the school. For example, during the inspection there was a burnt out motor cycle on one of the playgrounds which although removed quickly, was a danger to the pupils.
70. There are adequate learning resources for the delivery of the curriculum. They are generally well stored and accessible to teachers and pupils. Resources for information technology are unusually good, and used very effectively. The lack of a safe play area for pupils under five limits the development of their use of large toys and their physical skills.
71. The school has effective budgetary control and management. The most recent auditors' report identified a number of matters for attention, many of which had been addressed before the receipt of the report. The recent large carry-forward from last year to this resulted mainly from poor budgetary information in the past, and from the decision of transient senior managers who continued developments already begun but did not identify and implement any new developments. Governors, although aware of this, understandably waited for the appointment of a new headteacher before targeting future development clearly.
72. The school has established systems for ensuring best value in the purchase of resources for example, computer and software. It is purposefully seeking ways to link its spending decisions more closely with the educational outcomes that these decisions are intended to achieve. Although the school has a higher income per pupil than the average it spends more per pupil on teachers and resources. The school is providing good value for money. It is making particularly effective use of additional resources from the local Education Action Zone to improve standards and reduce absence.

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

- 73 The school governors, in conjunction with the headteacher and staff, should take the following actions:
  - i. Improve the monitoring of the work of the school, in order to give a better focus and precision to the work being done to improve standards and the quality of education. This requires:
    - ensuring the procedures for monitoring the progress pupils make are consistently applied across the whole school; (*paragraphs 49, 136, 146*)
    - agreeing the criteria used in monitoring the teaching in the school, so making current procedures more effective; (*paragraphs 68, 138*)
    - monitoring the consistency with which the school's behaviour policy is implemented. (*paragraphs 23, 24*)
  - ii. Improve the clarity of teachers' learning objectives in their lesson planning by:

- reviewing current practice;
  - ensuring that pupils understand what is expected of them. (*paragraphs 23, 51, 118, 133, 155*)
- iii. Improve marking and assessment by:
- reviewing and improving the current school policy to ensure that marking and assessments:
    - are more closely matched to the attainment standards identified in the National Curriculum; (*paragraph 49*)
    - identify more clearly what pupils know and can do; (*paragraphs 26, 50, 115, 146, 155*)
    - identify what pupils need to do to improve; (*paragraphs 26, 50, 115, 137, 146, 155*)
    - having a clear focus when monitoring the marking of pupils' work.
- iv. Improve the standards pupils attain by setting more challenging targets for pupils' achievement at the end of both key stages. This requires:
- basing whole school targets on information from the specific targets set for individual pupils; (*paragraph 7*)
  - sharing these targets with pupils and their parents. (*paragraph 26*)

74 In addition governors may also wish to consider their response to other weaknesses identified in this report, including:

- the limited opportunities for pupils to develop their musical skills by learning to play a range of instruments; (*paragraph 185*)
- the limited range of extra-curricular opportunities for pupils; (*paragraph 34*)
- the limited opportunities for pupils to develop research and investigation skills. (*paragraph 28*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	24

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	45	33	2	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	184
Number of full-time pupils eligible for free school meals	n/a	90

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y7
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	35

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	59

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

<b>Authorised absence</b>	%
School data	7.9
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	1.6
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	13	20

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	4	4	6
	Girls	7	6	10
	Total	11	10	16
Percentage of pupils at NC level 2 or above	School	55 (56)	50 (56)	80 (96)
	National	82 (80)	83 (81)	87 (84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	4	6	4
	Girls	6	10	6
	Total	10	16	10
Percentage of pupils at NC level 2 or above	School	50 (72)	80 (96)	50 (88)
	National	82 (81)	86 (85)	87 (86)

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



### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	9
	Girls	13	10	11
	Total	21	23	20
Percentage of pupils at NC level 4 or above	School	75 (72)	82 (72)	71 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	10	10	
	Total	19	20	19
Percentage of pupils at NC level 4 or above	School	68 (72)	71 (78)	68 (78)
	National	68 (65)	69 (65)	75 (72)

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	19
Pakistani	22
Bangladeshi	0
Chinese	1
White	104
Any other minority ethnic group	2

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

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	19
Average class size	31

#### **Education support staff: YR – Y7**

Total number of education support staff	7
Total aggregate hours worked per week	160

### *Financial information*

Financial year	1998/99
	£
Total income	328,910
Total expenditure	272,614
Expenditure per pupil	1,594
Balance brought forward from previous year	41,782
Balance carried forward to next year	98,078

### *Results of the survey of parents and carers*

#### **Questionnaire return rate**

Number of questionnaires sent out	184
Number of questionnaires returned	65

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

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	47	52	2	0	0
Behaviour in the school is good.	42	40	11	0	8
My child gets the right amount of work to do at home.	32	38	29	2	0
The teaching is good.	63	34	2	0	2
I am kept well informed about how my child is getting on.	43	32	18	2	5
I would feel comfortable about approaching the school with questions or a problem.	57	29	11	2	2
The school expects my child to work hard and achieve his or her best.	57	42	2	0	0
The school works closely with parents.	43	29	15	2	11
The school is well led and managed.	49	42	3	0	6
The school is helping my child become mature and responsible.	43	51	2	0	5
The school provides an interesting range of activities outside lessons.	37	32	11	2	18

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

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

75. Pupils under five years of age are admitted to the Reception class from the beginning of the school year in which they become five. At the time of the inspection 34 pupils were in the Reception class, 20 of whom were under five.
76. Although most pupils have attended nursery or playgroup, approximately one third of them receive no pre-school education. On entry to the school the pupils reflect the broad range of ability, although the majority are significantly below the attainment levels which would be expected for pupils of this age. The attainment of a minority of pupils is very low.
77. Progress made by the pupils is at least satisfactory overall and most pupils are working towards the early learning goals of the foundation National Curriculum. The pupils make good progress in mathematics and sound progress in language and literacy, social education and knowledge and understanding of the world. More progress could be made however in some aspects of their personal, creative and physical education.
78. The pupils have good attitudes to learning. They listen carefully and show an eagerness to participate. Behaviour is good, pupils can work independently and many can co-operate well in groups and in pairs.
79. The Reception class accommodation, although attractive, is cramped for the large number of pupils and lacks a secure play area and outdoor equipment which reduces the opportunities to develop their physical skills. Other resource levels are satisfactory overall.
80. The pupils are taught by two teachers. They are supported by a qualified nursery nurse who makes a good contribution to the teaching programme. The teaching of pupils under five is satisfactory. The teaching is characterised by positive relationships and effective use of praise. The curriculum is taught through direct teaching and structured play activities including role-play and construction, sand, water and technological activities. Often lessons lack a sense of urgency and although satisfactory could be more challenging. Teachers' planning, however, does not always indicate clearly how the activities will meet the different stages of development and progress of the pupils.
81. Teachers have recently introduced procedures for the assessment and record keeping of pupils' work in language, literacy and mathematics. This is still at an early stage and does not sufficiently indicate the progress made by individual pupils.
82. Adults encourage pupils to interact with each other in small groups, and they are encouraged to listen and follow instructions in large groups. Whole class grouping which is currently employed at the start of lessons and for some whole lessons, for example, physical education does not take advantage of the favourable staffing ratio. In consequence there is insufficient opportunity for pupils to engage with adults in extended

conversation about their work and insufficient emphasis is given to the development of pupils' own ideas and this slows their language development.

83. All pupils have equal access to the curriculum. Appropriate use is made of resources. Those pupils with special educational needs are supported well and make good progress.

#### *Personal and Social Development*

84. The provision for personal and social development is satisfactory. Relationships between staff and pupils are good. The pupils play and work well together. These positive relationships, together with the appropriate use of play as a medium for learning, provide satisfactory support for the development of pupils' self-confidence. However, pupils do not have sufficient support and encouragement to extend and develop their own ideas. Currently there are too few opportunities for pupils to initiate activities and make decisions as required by the early learning goals

#### *Language and Literacy*

85. Time is set aside each day for the learning of language and literacy. The pupils engage in rhymes and songs, and many have committed a small repertoire to memory. The pupils are encouraged to listen to their teachers and to each other, for example, when relating their news or a story. Activities involving role-play provide opportunities for pupils to develop their language, although teachers do not give pupils enough prompts to extend their responses. Questions are used well by staff to improve pupils' listening skills, but less well to engage pupils in extended conversations when they explain what they are thinking or express preferences or give reasons.
86. The pupils show interest and enjoy stories during the shared reading sessions. They are able to identify the main events in the story and retell the sequence with adult support. For example, in *The Hungry Caterpillar* they could recall the days of the week and some could identify the words by the initial letter. Most pupils can handle books correctly and some can identify the title and talk about the cover illustration and predict what might happen next. No opportunities are provided for the youngest pupils to extend their enjoyment of story by taking home their picture story books. Although older Reception pupils take home early reading scheme books, no guidance is given to parents on how they might help their pupils with their reading.
87. The pupils are learning to write their names; and they know some letters of the alphabet and the sounds they make. They write in response to the teacher's direction, copy what she has written and begin to write words and phrases for themselves. However, the pupils have too few opportunities to write independently and to make choices about what they write. Many pupils do not yet form their letters correctly and this weakness is reinforced when they copy words or phrases without the guidance of an adult.
88. Overall the quality of teaching in language and literacy is satisfactory and satisfactory progress is made by most pupils. In order to increase the rate of progress for many pupils more opportunity should be provided for pupils to extend their talking by making a personal response which reflects their experiences. All pupils need to observe adults

modelling reading and writing more frequently and to experiment with writing for themselves.

89. In addition a wider variety of writing for pupils who have a home language other than English needs to be displayed in the form of books, notices and labels in classrooms. Opportunity should also be provided for pupils to hear their home languages as well as English, for example, through the use of audio and video materials.

### *Mathematics*

90. Time is set aside each day for mathematics. The teaching and provision are good overall and pupils make good progress in their learning. Adults regularly count with pupils and demonstrate mathematical language relating to shape and position.
91. Most older pupils can count a number of objects to ten accurately, recite numbers beyond ten and read numerals. Some pupils can combine two numbers by counting the number of spots on two dice and indicating the total number using their fingers. More able pupils when playing “Kim’s Game” can recognise and sequence numbers correctly to 20 and recognise when numerals are missing. Pupils sort equipment and compare length and weight. Appropriate emphasis is given to the development of mathematical skills in a range of play activities.
92. Resources for the full range of mathematical experience are satisfactory and are supplemented well by the use of games and by number lines.

### *Knowledge and Understanding of the World*

93. Pupils are making satisfactory progress in their knowledge and understanding of the world. They have opportunities to use construction kits and make models in real and imaginary contexts. The majority of pupils can operate simple audio equipment such as the language master and listening centre. They are becoming familiar with the computer monitor and are learning to direct the computer’s mouse.
94. A range of visits provides the pupils with experiences of the living world and people at work. For example, when studying their neighbourhood, pupils visited a local farm and the town park. Postmen and fire-fighters have visited the school to talk to the pupils about their work; and grandparents have talked about the past.
95. Pupils have planted seeds and bulbs and know that plants require warmth and water to grow. On occasions, however, when pupils are given insufficient opportunity to experiment for themselves, the potential for extending learning and understanding is lost.

### *Physical Development*

96. Pupils are developing their skills well in handling pencils, paintbrushes and scissors. Most pupils move confidently and show an awareness of space. They demonstrate increasing co-ordination in the range of movements they can undertake during physical education in the school hall. They walk, creep, hop and run according to their teacher’s instructions. However, the lack of a secure play area inhibits their progress, and limits opportunities for

climbing and balancing. The emphasis placed on following the teacher's instructions leads to consolidation of established skills rather than developing new ideas and skills.

### *Creative Development*

97. Opportunities are provided for pupils to paint, print and draw regularly and to create collage pictures using a variety of natural and man-made materials. Frequent opportunity is provided for singing, which the pupils undertake with enjoyment. Pupils' listening skills are developed through the repetition of familiar songs, which also enhances their understanding of number through the singing of number rhymes.
98. There is less evidence, however, of pupils making progress in their personal and creative responses in the work observed. For example, pupils have few opportunities to develop their imaginations by responding to, and creating stories of their own through, imaginative play. They do not have many opportunities to make choices, for example, in the use of art materials and tools.
99. Although there are still areas for further development and improvement, the school has made significant improvements in the teaching of pupils who are under five since the last inspection and has addressed satisfactorily the issues raised in relation to the curriculum.

### **ENGLISH**

100. Overall, standards in English are satisfactory. Pupils enter the school with low levels of attainment and by the end of Key Stage 2 are attaining average standards.
101. In the 1999 national tests for seven year olds the percentage of pupils who attained the expected Level 2 or above in reading and writing was very low compared with the national average and well below those attained by pupils in similar schools. Over the last three years standards in reading and writing have remained similar and below average.
102. In lessons, from a review of pupils' work, hearing pupils read and talking with pupils there are clear indications that standards are rising and many more pupils are on course to attain the expected standard.
103. In the 1999 national tests for eleven year olds the percentage of pupils attaining the expected Level 4 was similar to the national average and well above the average for similar schools. The proportion of pupils attaining the higher Level 5 was well below the average. Over the last three years standards have been generally improving although fluctuations have occurred as a result of varying numbers of pupils with special educational needs and English as an additional language. There is no significant difference in the attainment of boys and girls.
104. By the end of each key stage progress in speaking and listening is satisfactory. Pupils in Key Stage 1 make good progress in reading and writing and in Key Stage 2 most pupils make very good progress.
105. The implementation of the literacy strategy and a structured hour for English in each class have enabled teachers to adopt a common approach to planning clear learning objectives

and to balance effectively the demands of whole class, group and individual work. There are indications that, at the end of Key Stage 1, standards in reading and writing should improve this year, with a greater number of pupils attaining average levels. Throughout the school whole class sessions are used well to involve pupils in discussion about the features of texts and to use correct grammatical terminology. Questions are used effectively to challenge pupils of different abilities. Opportunities are provided for pupils to expand their vocabulary and to use correct terms, for example, when identifying verbs, nouns and adjectives in a text. Group work is planned well, in the main, and most teachers focus on individual groups to guide their reading and writing and to encourage discussion within groups. In some classes, teachers make good use of the plenary session to return to the lesson's objectives and to evaluate what has been learnt. The effective involvement of support assistants who work with pupils with special educational needs makes a positive contribution to these pupils' learning within the literacy hour.

106. Pupils' reading skills are developed effectively through the sharing of well-chosen whole-class texts and through group and individual reading opportunities. A good range of books has been selected to develop pupils' reading and appropriate texts are used as the basis for text, sentence and word level work.
107. At Key Stage 1 most pupils read accurately and use phonics, word recognition and strategies to make sense of the meaning of the text. Pupils of average and below average ability make good progress throughout the key stage. The more able pupils read and understand more challenging texts but have limited experience of reading for hidden meanings, for example, when asked to explain why a character behaves in a particular way. Most pupils know the difference between fiction and non-fiction and how to read non-fiction books.
108. Reading books are organised according to levels of difficulty and there is a good range of fiction, non-fiction and commercially produced schemes. Teachers guide pupils to the appropriate text for their stage of development and, in the main, these are well-matched.
109. Pupils are encouraged to take their books home and each pupil has a reading diary. Parents are made aware of their child's reading target for each half-term but teachers' comments in the reading diary do not regularly identify for parents what needs to be learned or practised next and consequently the effectiveness of their support is reduced.
110. At Key Stage 2 pupils' reading skills are developed further and by the end of the key stage most pupils read fluently and with confidence. Many pupils say they enjoy reading and discuss their tastes and preferences with enthusiasm. Pupils use dictionaries well, have appropriate reference skills and understand the purposes of skimming and scanning for information. Lower attaining pupils receive extra support through specifically devised *Additional Literacy Programme*, and *Better Reading Partnership* and a scheme for supporting the achievement of pupils from ethnic minorities. Support assistants and other adults contributing to these schemes offer good support, and many pupils who participate make good progress according to their capability in reading.
111. A scrutiny of pupils' completed work indicates that by the end of Key Stage 1, attainment in writing is below average. In Year 1, pupils write stories, descriptions and accounts of personal experiences, using simple sentences, sometimes correctly punctuated. They

produced a book of fairy tales, based on the stories they had read and this work was of good quality. In Year 2, many pupils write more extended pieces, for example when they wrote a retelling of *Little Red Riding Hood*. They use a range of sentence structures but their punctuation is not yet secure. Most pupils use a range of strategies to spell new words. Most pupils form their letters correctly but few pupils write consistently in a joined script. There are too few opportunities for pupils to write their own stories using their imagination and to select and use interesting vocabulary.

112. Despite this low average attainment, progress in writing is good within Key Stage 1. Most pupils start schools with very low levels of attainment in their knowledge and use of English. They make a satisfactory start in Reception and in Year 1 the rate of progress is good. In Year 2 most pupils make good progress, but some more able pupils could be challenged further, particularly in terms of story structure and in developing their own ideas.
113. In Years 3 and 4 pupils make satisfactory progress in their writing. They write in a wider range of forms, for example, poetry, play-scripts and stories. They begin to develop sentence structure and to make more adventurous vocabulary choices. However, the presentation of many pupils' work is limited and their handwriting is poorly formed and inconsistent. Pupils do not always check their work for accuracy or redraft to improve its quality.
114. In the Year 5 and 6 class most pupils make very good progress. Pupils plan their writing well and produce a good range of writing in different forms, for example, a letter expressing a point of view, narratives and diaries. The presentation of their writing improves and many pupils write in a joined and legible hand. The more able pupils use paragraphs and the technical accuracy of their writing improves. The very good progress pupils make is in response to very good well planned teaching.
115. In both key stages the marking of pupils' writing under emphasises what pupils need to do next in order to improve the quality of their work.
116. The quality of teaching ranges from good to very good in both key stages. The very good teaching is particularly in Year 1 and in the Year 5 and 6 class. When the teaching is very good planning is thorough and clear learning objectives are shared with the pupils. Reading and writing strategies are modelled well by the teacher and group tasks are appropriate. The very good teaching is characterised by very effective questioning targeted at individual pupils and by high expectations of behaviour. Where teaching is good or satisfactory learning objectives for pupils are less clear and are not always understood fully by pupils although this is a matter of the words used rather than the planned work.
117. Most pupils respond positively to English and work hard. They usually concentrate well and show satisfactory levels of independence. Occasionally, the behaviour of some pupils is inappropriate, particularly when the focus of the lesson shifts from whole class to group work; their attention is lost, and the pace of the lesson slows down.
118. The contribution of information technology to English is good in both key stages. In Year 1 pupils used a dictionary program to develop their spelling skills and in Year 2 pupils



worked collaboratively to compose their story onto the computer screen. In the Year 4 and 5 class pupils used an art program to design book covers for the storybooks they had written for pupils in the Reception class.

119. The recently appointed co-ordinator for English has a clear view that standards need to be raised further in reading and writing, particularly at Key Stage 1, and has undertaken a good range of initiatives to support colleagues. These include the analysis of Key Stage 2 Standard Assessment Tests' results from 1999 and the co-ordination of a portfolio of moderated writing for both key stages. A similar analysis of Key Stage 1 data and a detailed consideration of curriculum implications would contribute to further improvement in pupils' reading and writing.

## **MATHEMATICS**

120. Overall, standards in mathematics are good. By the end of the Key Stage 2 pupils attain standards above the national averages.
121. In 1999 in Key Stage 1 the pupils' results were very low in comparison with all schools and well below average when compared with similar schools. Evidence from the inspection shows that there has been substantial improvement in mathematics at Key Stage 1 and that the overall standard of attainment is now closer to the national average.
122. The percentage of pupils attaining a Level 4 or above in the end of Key Stage 2 tests in 1999 was above the national average and well above average when compared with similar schools. The number of pupils attaining the higher Level 5 was close to the national average. The Key Stage 2 results show a rising trend over a four-year period.
123. Although there is no significant difference in the attainment of boys and girls, or for pupils who have English as an additional language, overall boys do slightly better than girls. Pupils with identified special educational needs are supported well by all members of staff and make good progress. They attain appropriate standards occasionally above the targets they have been set.
124. Since the last inspection the school has implemented the National Numeracy Strategy, all teachers have received training and the daily three part lesson is implemented in all classes. Greater emphasis has been placed in both key stages on mental mathematics and the range of computational strategies has increased as have the standards pupils attain.
125. Pupils in Key Stage 1 are achieving standards in their knowledge of number facts that, although below average, are satisfactory in relation to their low levels of attainment when they start school. For example, the pupils in Reception focus on one to one correspondence, counting to ten and ordering numbers.
126. Pupils in Year 2 can add and subtract using numbers to 100 and beyond. They have a growing understanding of place value and use a 100 square with confidence. They count in 2s, 3s and 10s.
127. By the end of Key Stage 2 most pupils add and subtract numbers using thousands and undertake multiplication and division using two and three digit numbers. They know

multiplication facts up to 10 x 10 and the decimal equivalent of fractions. The standards they attain are good, representing good progress in relation to their earlier performance.

128. Good standards are also achieved in mental arithmetic. For example, pupils in Year 2 can subtract 6 from 16 quickly in their heads. They can increase 10 by 20, find half of 10 and double 15. They answer confidently and enthusiastically. By Years 5 and 6 most pupils can calculate mentally using the four rules of number. They can respond quickly and accurately to questions such as find  $\frac{1}{2}$  of 52, 50% of 900, 25% of 52.
129. In both key stages, pupils use mathematical notation correctly and their work is invariably neat. They can understand and use the inverse when solving missing number problems. Older pupils can partition numbers and apply this skill in their calculating. However, pupils have limited opportunity to develop investigational processes. In some lessons pupils are encouraged to explain their reasoning but there is little evidence of pupils organising their own work, collecting data from which to make predictions or developing mathematical reasoning in extended tasks.
130. Standards overall in both key stages are satisfactory in shape, space and measures and also data handling in Key Stage 2. For example, pupils in Reception understand and use the vocabulary related to shape such as circle, triangle and square. In Year 2 pupils know the properties of two-dimensional shapes and can name three-dimensional shapes such as the cube and cuboid. By the end of Key Stage 2 pupils understand the symmetrical properties of shape and use these to solve problems in two and three dimensions.
131. Attainment on entry to the school reflects the full range of abilities but is below average for a significant number of pupils. Effective whole-class teaching, raised awareness of strategies for mathematical thinking and some effective use of homework, have all contributed to the good and sometimes very good progress made by most pupils in reaching standards close to or above the national average.
132. The pupils are able to use and consolidate their numeracy skills in science and history. For example, timelines are used well in Year 1 to develop a sense of chronology.
133. The quality of teaching observed during the inspection was never less than good and for pupils in Year 1 and Year 5 and 6 teaching was very good. Where the teaching is most effective, there is a lively interactive approach with high levels of pupil involvement. Teachers are confident in questioning, instructing and explaining to the pupils. Teachers identify precise learning objectives for their lessons but pupils do not always understand their precise meaning. Teachers have developed effective strategies for whole class teaching and have a good repertoire of activities to start lessons briskly. Time and resources are used well to ensure that pupils work quickly and accurately and teachers emphasise the use and understanding of correct vocabulary.
134. Throughout the school the pupils listen well to their teachers. They enjoy mental mathematics and show enthusiasm and interest when given opportunities to answer questions. Pupils are motivated and sustain concentration for long periods of time.
135. Pupils are taught in single-year mixed ability year group classes in Key Stage 1 and two-year mixed ability groups in Key Stage 2. Good planning systems are in place, based on

the framework from the National Numeracy Strategy. Curriculum planning shows good coverage of mathematical content and an appropriate emphasis on numeracy skills. Teachers plan from appropriate objectives within the strategy to meet the needs of the majority of pupils in these classes. However, daily planning does not always cater for the full ability range and there are insufficient opportunities for the more able to work at the higher levels. At times in lower Key Stage 2, progress slows for many of the pupils because too great an emphasis is placed on repetitive computational exercises that consolidate past learning at the expense of new learning.

136. To monitor pupils' progress, the school uses data from national Key Stage 1 assessments; and has recently introduced optional national tests for Years 3, 4 and 5. Senior staff have recognised that closer scrutiny of this data, analysing pupils' strengths and weaknesses, would contribute further to the raising of standards by identifying what aspects of teaching are working well and which not so well. It would also assist in the setting of more challenging targets, particularly at Key Stage 1. The system used to record individual pupils' progress in mathematics is currently under review. With the present arrangements, teachers in Key Stages 1 and 2 are not always fully aware of which National Curriculum level a pupil is attaining and what needs to be taught to attain the next level.
137. The quality of marking is inconsistent. There are examples of good marking. Teachers regularly tell pupils how well they are doing. However, in some classes work is left unmarked and most pupils do not receive constructive written comments on how to improve their work.
138. The co-ordinator has led training for teachers in new developments and compiled a numeracy action plan in conjunction with the newly appointed headteacher. Some monitoring of teachers' planning has been undertaken by the co-ordinator, but a more rigorous approach to monitoring the quality of teaching is needed to raise standards still further.
139. Since the last inspection standards of attainment in mathematics have been raised, particularly at Key Stage 2. The issues in relation to the quality of teaching and learning and implementation of a scheme of work have been met with success

## **SCIENCE**

140. In the 1999 national assessments for pupils aged seven, pupils attained standards which were very low compared with the national averages for pupils attaining the expected Level 2 and broadly in line with average for pupils attaining the higher Level 3. In comparison with similar schools standards are well below average for Level 2 and well above average for Level 3.
141. In lessons and in pupils' ongoing work standards are higher than their past results would suggest and current pupils in Year 2 are on course to attain more highly. For example, pupils in Year 2 in a lesson on life cycles were able to identify the stages in the life cycle of a sunflower and relate this to the stages in the life cycle of a frog. They were able to put the stages in the correct order.

142. In the 1999 national assessments for 11 year olds, pupils attained standards that were below average for pupils attaining the expected Level 4 and well below the average for pupils attaining the higher Level 5. In comparison with similar schools attainment was close to the average. Over the last three years standards have varied greatly. This is a reflection of the variation both in numbers of pupils in this age group and the varying composition with regard to the numbers of pupils with special educational needs and the numbers for whom English is an additional language.
143. In their lessons and their ongoing work, pupils in Key Stage 2 show that standards are improving and pupils are on course to more closely match national averages. For example, pupils in the Year 5 and 6 class were able to use a key effectively to identify animals as vertebrates and invertebrates. These pupils were also able to apply their scientific knowledge of electrical circuits to design a burglar alarm for a house made in their design and technology lessons.
144. Overall pupils are making good progress as they move through the school. They enter the school with below average language and literacy skills and are able to reach almost average standards by the end of Key Stage 2. A scrutiny of pupils' work shows that progress is consistent in most years but accelerates when pupils are in Years 5 and 6 in response to their very good teaching. For example, pupils in all years study a topic called *Ourselves* in science; their work shows clear progress from naming major body parts in Year 1 to studying the structure of teeth in Year 3 and the way in which their eyes work in Year 6. Pupils with special educational needs make good progress through very effective support in lessons. Pupils for whom English is an additional language make very good progress through the very effective targeting of scientific language and vocabulary by teachers.
145. In the lessons observed during the inspection the teaching of science was never less than satisfactory. It was mostly good with some very good and outstanding teaching. Teachers use their good knowledge and understanding of science to provide appropriate learning opportunities for pupils. They manage pupils well, enabling them to take a full part in all activities and so make good progress. Lessons are delivered at a brisk pace and teachers expect pupils to work hard and complete the work set to high standards in the time allowed. In the very good and outstanding lessons teachers enthuse pupils who are then motivated to make very good progress. For example, in a lesson with a Year 4 and 5 class about solids, liquids and gases, pupils were enthusiastic about their observations. They were able to explain clearly how warming ice would change it first to water and then to steam; and then applied this understanding to a wide range of common materials such as wax and metals. When teaching is satisfactory the teachers deliver well planned lessons but they do not always identify what is to be learned clearly for pupils.
146. There is a detailed scheme of work for science which teachers follow closely. This ensures that all aspects of the National Curriculum for science are covered. Teachers use this scheme to plan their lessons and the co-ordinator monitors these plans to ensure the programmes are being delivered. However, the monitoring of the standards pupils are achieving is at an early stage of development and there are no consistent records of pupils' achievements to facilitate this. Teachers regularly mark pupils' work but marking does not identify what pupils have achieved nor indicate what they need to do to improve.

## **INFORMATION TECHNOLOGY**

147. Overall standards in information technology are above those typically found, although there is limited work done on using information technology to handle data and to control mechanisms.
148. By the age of seven pupils are attaining standards in information and communications technology which are at least in line with and frequently exceed those expected. Pupils are able to use a range of software for word processing and for drawing. For example, pupils in Year 1 supported their artwork by producing repeating patterns of geometrical shapes. They demonstrate good mouse and keyboard skills and are able to save and retrieve their work.
149. By the age of 11 pupils are attaining standards generally above those expected in the use of word processing and graphics software. They have good keyboard skills and are able to print their work often in colour. They are able to save, retrieve and edit their work. Their skills in the use of data and the presentation of graphical results are more limited.
150. Teaching of information technology is good. All lessons seen were judged to be at least good. Teachers after some effective training have a good understanding of the hardware and software they use. They demonstrate to pupils using the inter-active white board very effectively; and this ensures that pupils quickly become conversant with using the programs. Teachers effectively use classroom-based computers to support learning in other subjects. For example, Year 1 pupils are able to use a dictionary program to support their work in English with minimal support from their teacher. Pupils use the computers responsibly and are always motivated to work hard and sustain their concentration for long periods.
151. The good provision of computers in the computer room enables smaller groups to work individually. Support staff are knowledgeable and effectively support pupils and enhance the progress they make. The additional equipment and training funded through the local Education Action Zone are having a clear impact in raising the standards pupils achieve.

## **Other Subjects**

152. As only a limited number of lessons were observed in the following subjects it is not possible to make judgements on the quality of teaching separately. However, judgements are made more generally about the teaching of these subjects. In all sixteen lessons were observed: seven in Key Stage 1 and nine in Key Stage 2.
153. The teaching observed at Key Stage 1 was found to be at least satisfactory. Teaching was judged to be good in three lessons. Teachers have a secure subject knowledge and manage their classes effectively. This enables pupils to benefit from effectively planned lessons which ensure that they make progress in developing their skills, knowledge and understanding. When teaching is good teachers deliver the work more briskly and pupils are under greater pressure to produce accurate work. For example, in a Year 2 history lesson about Florence Nightingale, very effective questioning by the teacher ensured that pupils understood about the conditions to be found in hospitals at that time and the role of Florence Nightingale in improving them.

154. The teaching observed at Key Stage 2 was judged to be good overall. There were two very good, four good, two satisfactory and one unsatisfactory lesson observed. In the satisfactory lessons teachers had sufficient knowledge to deliver the appropriate curriculum for pupils. They planned lessons to enable pupils to make satisfactory progress. In the good lessons teachers presented more challenging work for pupils which enabled them to make good progress. Where teaching was judged to be good teachers planned a range of activities and used effective methods to promote good learning and progress. In a Year 5 and 6 class the teacher's effective demonstration of locating places on a range of maps, using an overhead projector, enabled the pupils to apply these skills independently and with confidence. Good questioning ensured that pupils looked closely at a series of photographs, identified key features and used appropriate geographical terms to describe, for example, landscape, vegetation and climate. In those lessons judged to be very good teachers built positively on pupils' previous learning, used a range of challenging methods which included investigation and delivered the lessons at a very brisk pace. Pupils are well motivated by these approaches and learn well. They therefore make good progress. In the one unsatisfactory lesson the pace was slow and the general management of the pupils did not keep all of them on task for the whole time and some pupils made limited progress.
155. Teachers plan their lessons effectively but do not always identify clearly what they expect pupils to learn. They do share some learning targets but pupils do not always understand them. Teachers generally mark pupils' work regularly and give good spoken feedback to them. However, they do not identify in pupils' books what they have done well or what they need to do to improve.
156. Teachers in both key stages make good use of in class support for pupils with special educational needs and behaviour difficulties. They are well briefed and enable pupils to access all the planned learning experiences.

## **ART**

157. Three lessons in Key Stage 2 were observed during the inspection. Evidence from these, a scrutiny of teacher's planning and an evaluation of pupils' previously completed work, indicates that pupils in both key stages are working at standards expected for their ages and that progress is satisfactory overall.
158. In Key Stage 1 pupils undertake work using a range of media, to create two-dimensional representations such as printing on paper and paintings of fire engines. Work on display indicates that pupils are given opportunities to draw, sketch and paint, and their work shows increasing control.
159. In Key Stage 2 there is clear progression in the work from Key Stage 1. The curriculum broadens and pupils experience the work of other artists. Pupils in Years 3 and 4 have worked in the style of Claude Monet and based their own work of colours reflected in water on his style. Their work is of a good standard
160. Pupils in Years 5 and 6 have studied the work of Henri Matisse. Examples of their work based on his negative and positive forms are good. When the pupils in Key Stage 2 work from direct observation their efforts are perceptive and expressive, for example, colour portraits of a member of staff using chalk and oil pastels and charcoal portraits of their friends.
161. In both key stages pupils use the computer to draw and design. There is very little evidence, however, of pupils exploring and using three-dimensional media. Similarly, sketchbooks are not used by any of the pupils. This is an issue which needs to be addressed.
162. All pupils responded eagerly to their art lessons. They developed their observational skills and the ability to identify and create a pattern, for example, with Caribbean characteristics. Classroom assistants gave good linguistic support to pupils with English as a second language. Pupils with special educational needs worked well to the level of their capabilities.
163. The school has plans to update the current scheme of work. Inspection evidence would support this decision. There are sufficient resources to support the curriculum.

## **DESIGN AND TECHNOLOGY**

164. There was limited evidence of pupils' work in design and technology available during the inspection and few lessons were observed. The available evidence suggests that pupils are attaining standards which are typical for their age by the end of Key Stages 1 and 2. For example, pupils in the Year 2 class had made simple wheeled vehicles from cardboard boxes and other simple materials. They had produced a design, made the vehicles to a typical standard and evaluated the effectiveness of the product in moving.
165. By the end of Key Stage 2 pupils had designed and made a house from cardboard and were designing a burglar alarm to work from the door and window. They spent some

time in groups discussing how to make the alarm work and drawing plans. In the lesson observed some had reached the stage of trying their circuits and switches.

166. From the evidence available pupils are making at least satisfactory progress in their design and making skills as they move through the school. The curriculum plans identify an appropriate range of activities for pupils including work with paper, card, wood, and some food technology.

## **GEOGRAPHY**

167. Very few lessons were seen during the inspection. Scrutiny of pupils' work, the scheme of work, teachers' planning and discussions with pupils indicate that most pupils are working at a standard expected for their age by the end of both key stages.
168. By the end of Key Stage 1, pupils can describe the locality of the school ground, the neighbourhood and the town centre. They can give simple directions and use geographical terms to describe some features passed on the route.
169. Pupils in Years 4 and 5 use atlases and maps at a variety of scales, for example to locate major cities in Britain. They identify environmental issues, for example, the threat to rainforests and the impact on people's lives. By the end of Key Stage 2 pupils can locate features accurately on maps of various scales and can identify from photographs the main features of a contrasting locality, for example, St Lucia, and pose questions about its landscape, buildings and local resources.
170. Pupils' attitudes to learning in geography are satisfactory. In both key stages, pupils are keen to answer questions and the older pupils collaborate well in small groups to share their ideas. In Year 5 and 6 they use resources well and respond positively to the encouraging style of their teacher and the classroom assistants.
171. Pupils with special educational needs are well-supported through the effective use of support assistants and the appropriate match of tasks. The pupils attain standards according to their capability.
172. The scheme of work for geography identifies how work in the subject should steadily and systematically build up pupils' knowledge and skills. Teachers use the national guidelines in the subject for further guidance. Teachers' planning and pupils' work are monitored by the co-ordinator who has also identified the need for further resources when the school's scheme of work is reviewed.

## **HISTORY**

173. Findings from classroom observations, discussions with pupils and the scrutiny of teachers' planning, along with written evidence representing pupil's previously completed work, indicate that most pupils are working at a standard expected for their age, at both key stages, and the majority of pupils make satisfactory progress.
174. By the end of Key Stage 1 most pupils have developed some historical concepts in relevant contexts. For example, pupils in Year 1 consider changes over time by recording



events in their own lives from babyhood to the present. They use timelines to identify some changes to sweets and confectionery since their parents were children. In Year Two, they discuss changes in nursing, through studying the life of Florence Nightingale. They use stories, photographs and video material to ask and answer questions about the past.

175. By the end of Key Stage 2, most pupils demonstrate a sound factual knowledge and understanding of the historical features of particular periods. When describing life in Ancient Greece, pupils showed an understanding of some of the beliefs and achievements of its people by describing, for example, the Olympic Games and its influence on today's equivalent. They can discuss the use of source material, including the use of information technology to pursue an historical enquiry. They have developed a sense of chronology and use appropriate vocabulary, for example century and decade relating to the passage of time.
176. Literacy and numeracy skills are developed satisfactorily through a variety of historical contexts. Pupils throughout Key Stage 2 wrote detailed accounts of the Olympic Games and in Key Stage 1, they write about the major events in their own lives. In relation to numeracy, good use is made of time lines to support an understanding of chronology.
177. Pupils with special educational needs are supported well in both key stages and make satisfactory progress.

## MUSIC

178. As no class lessons were observed during the inspection an overall judgement on standards of work cannot be made. However, from observations of singing in assembly, two whole key stage singing lessons and choir practice, it is judged that the majority of pupils, including those with special educational needs, make good progress and are working at standards above those expected for their age in this aspect of music.
179. Pupils in Year 2 show an awareness of pulse, rhythm and melody when they sing. They have a good repertoire of songs from memory and show a good awareness of other performers. They listen carefully and are able to start and finish at the correct time. They can repeat a short phrase with accuracy. They persevere well and repeat and practise tunes with good levels of application and concentration.
180. The majority of pupils can use actions in time to music. They can hold untuned instruments correctly and play in time to the music. They are able to name instruments such as the drum, triangle and tambourine. They know that sounds can be made in different ways by blowing, plucking, shaking and tapping.
181. In Key Stage 2 pupils sing with enjoyment and enthusiasm. They develop a secure sense of the pulse of the music and sing with increasing control incorporating good elements of duration, tempo and dynamics.
182. There is a large selection of music tapes and CDs and many opportunities are provided for pupils to hear and listen to music, for example, at assembly time, in music lessons and during the music appreciation club. Pupils respond to the moods created by a variety of

music and gain understanding and knowledge of the music of different times, cultures and traditions. For example, pupils in the music club said listening to Brazilian music made them want to dance.

183. The teaching of singing is good. The teacher's own knowledge is conveyed well and encourages pupils to extend their skills. The activities are varied and motivating and proceed at a brisk pace. Adults and pupils show clear enjoyment and relationships are good.
184. A long-term plan based on a published scheme of work is used as the basis for teaching music. It aids teachers' planning. The co-ordinator is an accomplished pianist who contributes to the pupils' good progress in singing. Music features in many school productions and pupils have the opportunity to rehearse and perform to a wide audience. The recently formed choir meets every Thursday lunchtime. It is open to all Key Stage 2 pupils and about two thirds of pupils attend.
185. A sufficient supply of untuned musical instruments is available for the pupils. All pupils in Key Stage 2 learn to play the recorder. There is no other provision for teaching pupils a musical instrument. This situation has not changed since the last inspection.

## **PHYSICAL EDUCATION**

186. Only a limited number of physical education lessons were observed during the inspection and judgements on standards can only be made on a limited range of activities.
187. By the end of Key Stage 1 pupils are attaining standards of physical control such as simple movements and balance typical for their ages. They are able to link simple movements in dance and are beginning to use movement to express moods linked to music. They are able to perform their activity for the rest of the class and can offer suggestions on how to improve.
188. By the end of Key Stage 2 pupils are showing typical ball skills. They can catch and throw a ball in a rounders game and are able to carry out simple tennis skill practice activities.
189. Pupils in Years 5 and 6 have a session of swimming within their timetable. The lessons at a local swimming pool are delivered by specialist teachers. The pupils are making satisfactory progress and most will achieve the expected standards by the end of the key stage.
190. There are some opportunities for pupils to take part in extra curricular games, such as football and rounders but these are limited.

## **RELIGIOUS EDUCATION**

191. This is a voluntary aided Roman Catholic school. Hence, there has been a separate inspection of the religious education, and of the collective worship, provided by the school. Copies of the inspection report are available from the school.