

# INSPECTION REPORT

**ALVERTHORPE ST PAUL'S CE PRIMARY  
SCHOOL**

Alverthorpe, Wakefield

LEA area: Wakefield

Unique reference number: 108253

Headteacher: Mrs V Moorhouse

Reporting inspector: Steve Bywater  
18463

Dates of inspection: 24<sup>th</sup> to 27<sup>th</sup> January 2000

Inspection number: 191422

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 category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St Paul's Drive Alverthorpe Wakefield West Yorkshire
Postcode:	WF2 0BT
Telephone number:	01924 303725
Appropriate authority:	The governing body
Name of chair of governors:	Reverend Andrew Mauchan
Date of previous inspection:	27th January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Steve Bywater	Registered inspector	Mathematics Information and communications technology English as an additional language Special educational needs	How high are standards (the school's results and achievements) How well are pupils taught
Mickie Jacobs	Lay inspector		How high are standards (attendance) How well does the school care for its pupils (welfare, etc) How well does the school work in partnership with parents
Jenny Kime	Team inspector	English Physical education	How well is the school led and managed (staffing, accommodation and learning resources)
Nick Hardy	Team inspector	Science Design and technology	How well does the school care for its pupils (assessment) How good are curricular and other opportunities How well is the school led and managed (efficiency)
Margaret Fitter	Team inspector	Art Music Areas of learning for under fives	How high are standards (pupils' attitudes, behaviour and personal development)
Martin Shepherd	Team inspector	History, Geography Equal opportunities	How well is the school led and managed

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St. Paul's is a Church of England Voluntary Aided School situated on the north-west edge of Wakefield. There are 262 pupils on roll (123 boys and 139 girls) aged between 4 and 11 years. At the time of the inspection, 19 part-time children in the reception class were under the age of five. The school is about the same size as other primary schools. Most pupils live close to the school in a mixture of local authority, housing association and privately owned homes. The general attainment of pupils on entry to the school is best described as below average although the full range of attainment from well above to well below average is present. The proportion of pupils registered for free school meals is 16.66% which is broadly in line with the national average. This is less than the proportion of pupils on free school meals register during the previous inspection. A very small number of pupils speak English as an additional language. Five pupils have a statement of special educational need and 67 pupils are on the special educational needs register.

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

The school provides pupils with a satisfactory education and strengths outweigh the weaknesses. When pupils leave the school at the age of 11, standards in English, mathematics and science are below the national average overall. However, when compared with similar schools, standards in the same subjects are average overall. The quality of teaching is satisfactory with considerable strengths in some classes but weaknesses in others. The leadership of the headteacher is very effective but the unavoidable changes in teaching staff and the governing body have created very significant difficulties over the past year. Prior to the inspection the school lost two experienced members of staff through illness and promotion. This led to temporary appointments of teaching staff and the sharing of very important roles between other staff. As a result, a number of normally effective procedures were not as smooth running. The governing body changed significantly and many governors are new to their roles. Income per pupil is well below the average when compared with similar schools. Despite all the recent 'upheaval' the school has performed creditably and provides satisfactory value for money.

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

- The attitudes, behaviour and relationships of pupils are developed well.
- A good range of learning activities are provided.
- The provision for children under five is good.
- The quality of music provision is a strength of the school.
- Pupils' spiritual, moral and social development is good. (Not cultural)
- The school cares for the pupils well and promotes good attendance.
- Parents' support is strong.

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

- Standards in writing are too low.
- Teachers' lesson planning and individual education plans are not precise enough and they do not clearly state what pupils of different abilities are to learn.
- Assessment procedures are not used consistently by all teachers in planning the next steps in learning.
- Teaching is too variable and there is a small amount of unsatisfactory teaching in a number of classes.
- The headteacher is overburdened in her role and not sufficiently supported by governors and some senior staff.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 and has made satisfactory improvement overall during this time. Improvements in provision for children under five has been good. A new policy was introduced in April 1998 and fully reviewed to coincide with the opening of a new early years' unit in April 1999. Children under five now have a quality environment, an improved curriculum (although it still needs to provide more exploratory and investigative learning and further opportunities for children to increase and refine their large motor skills), more effective teaching and an increase in children's attainment. The school has made good progress in setting up procedures to raise attainment in mathematics. Individual target setting for pupils along with parents' support, detailed analysis of standardised tests and the introduction of the National Numeracy Strategy has seen a steady improvement in standards at both key stages. For example, in 1996 the proportion of pupils attaining level 2 and above was 74%, in 1999 100% attained level 2 and above. At Key Stage 2, results in 1996 were 44% at level 4 and above, in 1999 72% attained level 4 and above. Improvements in English at Key Stage 1 have been satisfactory. A comprehensive scheme of work and policy has been formulated. The National Literacy Strategy has been introduced and a new Co-ordinator was appointed in 1999. Although standards have risen since 1996, the improvements in writing are slower than expected. Art and physical education schemes of work have been completed and teaching of physical education during the inspection was particularly good.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	E	D	well above average    A above average        B average                 C below average         D well below average    E
mathematics	B	E	D	C	
science	A	D	C	B	

The table shows that pupils' attainment at the end of Key Stage 2 national tests in 1999 was well below the national average in English, below the national average in mathematics and close to the national average in science. When compared with similar schools attainment was below average in English, average in mathematics and above average in science. Inspection evidence shows standards at the end of Key Stage 2 are below average in English, particularly in writing and average in mathematics and science. Attainment is above average in information technology and average in art, design and technology, geography, history, music and physical education. Some aspects of art, music and physical education are above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – pupils come willingly and happily to school, they are interested

	and involved in the life of the school .
Behaviour, in and out of classrooms	Behaviour is good with the exception of a very small number of lessons where it is unsatisfactory.
Personal development and relationships	Good – pupils are polite, courteous and friendly. They care for equipment and accept responsibility for a variety of tasks.
Attendance	Good and improving – due to the successful implementation of the School Attendance Matters Project.

Particular strengths in attitudes, behaviour, personal developments, relationships and attendance:

- Pupils show a high level of concern to other hurt/distressed pupils. Pupils with special educational needs are successfully included in social and working groups and are supported in their learning by their friends.

### TEACHING AND LEARNING

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

#### Strengths in teaching:

- Teaching is particularly impressive in Year 4. Teachers use praise and encouragement well and use questioning to good effect. All teachers have good relationships with pupils. Resources are used well.

#### Weaknesses in teaching:

- Insufficient practical activities at times for children under five. In some lessons taught by temporary staff and teachers new to the school, unsatisfactory control. In some classes, short term planning was not precise enough. Teachers' marking is not used effectively enough to aid pupils' improvement.

#### Strengths in learning:

- In Year 4 pupils are often highly motivated, enthusiastic and enjoy learning. Established routines within the school create good learning habits where most pupils concentrate and persevere well and show a sense of achievement in their work.

#### Weaknesses in learning:

- Occasionally pupils are restless when insufficiently challenged.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory at Key Stages 1 & 2. Under 5s have too few opportunities for outdoor/large apparatus work.
Provision for pupils with special educational needs	Good – especially where individual education programmes offer clear details of what pupils are to learn but some individual education plans are too vague. Individual support and work in small groups is

	particularly good.
Provision for pupils with English as an additional language	Satisfactory overall. Teachers take care to explain tasks carefully and repeatedly to ensure pupils understand what it is they have to do.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Social, personal, moral and spiritual development opportunities good, cultural development opportunities satisfactory.
How well the school cares for its pupils	Generally satisfactory. Assessment of maths is very good but in other subjects assessment records are much less secure.

Generally, the school works in partnership with parents in a satisfactory manner. Almost all parents are signatories to the home/school agreement. The school has introduced a system of target setting in maths in response to parents' concerns about specific achievement.

Strengths in the curricular and other opportunities:

- Extracurricular activities enhance the curriculum – especially in music where standards are high. There is a good range of opportunities and contexts to support pupils social development.

Weaknesses in the curricular and other opportunities:

- Withdrawal of pupils for peripatetic music lessons and/or special support reduces learning opportunities. Under 5s have too few opportunities to experience outdoor/large apparatus work.

Strengths in the way the school cares for its pupils:

- Health and safety, child protection and first aid issues are effectively addressed. Year 6 pupils are well prepared for their move to High School. Assessment of Maths is very good.

Weaknesses in the way the school cares for its pupils

- Inconsistency in the management of classroom behaviour. Links with pre-school play groups and other feeder groups is limited. Information from some assessments are not analysed sufficiently to identify specific improvement needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The Headteacher leads well and provides effective management. The contribution of some senior staff is unsatisfactory due to the absence of key members of staff and recent staffing changes.
How well the governors fulfil their responsibilities	Governors fulfil their statutory requirements but do not sufficiently influence strategic and performance issues.
The school's evaluation of its performance	The school has monitored standards well. The monitoring of teaching has been less effective due to staff absences.
The strategic use of	Satisfactory overall but governors rely too heavily on the headteacher,

resources	especially in financial planning, control and administration.
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**Strengths in leadership and management:**

- A sense of purpose and educational direction and a commitment to the improvement of teaching. Development planning is thorough and educational priorities are linked well to budgetary implications. The leadership of ICT, Maths, PE and Music is good. The contribution of a small number of governors, for example those with responsibility for special educational needs, literacy and numeracy is very effective.

**Weaknesses in leadership and management:**

- The Governing Body is insufficiently influential in strategic and performance issues. A system for the assessment of value for money is at a development stage but does not yet fully involve the Governors.

**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 school is well led and managed</li> <li>• The school expects pupils to work hard and achieve their best; teaching is good.</li> <li>• The school is helping pupils to become mature and responsible; pupils like the school; behaviour in the school is good;</li> <li>• They feel comfortable approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents felt that the school did not give sufficient information about pupils’ progress.</li> <li>• Some parents were concerned that the teaching in mixed age classes was not effective.</li> <li>• Some parents expressed concern that there were some weaknesses in teaching following the absence of regular members of staff.</li> </ul>

The inspection team agrees with most comments raised by parents. However, the team feel that the school does inform parents of progress well, now that individual targets are discussed with them. Teaching in most mixed age classes was effective and only in one mixed age class taught by a visiting teacher was the lesson planning ineffective at times.

**PART B: COMMENTARY**

**HOW HIGH ARE STANDARDS?**

**The school’s results and achievements**

1. Attainment on entry to the early years unit is best described as below average although the full range of attainment from well below to well above average is present.

2. By the age of five, most children enjoy coming to school and are confident and work constructively both as individuals and as part of a group. They achieve good standards in their personal and social development and meet the desirable outcomes in this area of learning. Children make good progress in the early year’s class and by the age of five, children’s speaking and listening and reading skills are close to what might be expected. However, their attainment in writing remains below average. Attainment in number related work of children’s mathematical understanding is close to what might be expected but their abilities to apply this and use a range of shape, position, size and quantity vocabulary are below average. By the age of five, children’s attainment in knowledge and understanding, physical development and creative development is satisfactory.

3. By the end of Key Stage 1, pupils reach expected standards in English. This is confirmed by the results in the national tests. Results in 1999 and for the previous two years show pupils' performance to be average in reading and writing both nationally and in relation to schools with similar numbers of pupils eligible for free school meals. In reading, the proportion of pupils reaching higher levels of attainment is average. In writing, however, fewer pupils than average attain higher levels. There is a wide range of speaking and listening skills though overall they are average. Girls perform better than boys in the national tests, though no evidence of differing attainment was found in the inspection to explain the test results.

4. By the end of Key Stage 2, however, standards are lower than they should be, particularly in writing. This is reflected in the results of the national tests, which show average attainment in 1997, below the national average in 1998 and well below the national average in 1999. When compared with schools having similar numbers of pupils eligible for free school meals, attainment is below average. Not enough pupils reached either the expected levels or the higher levels of attainment in 1999, and the standards in writing were much lower than in reading. While standards by the end of Key Stage 2 are unsatisfactory, they are rising, helped by recent setting of targets for each year group, with clear and detailed strategies to help to achieve the targets. Boys perform better than girls in the national tests at Key Stage 2, though no evidence to explain this was found during the inspection.

5. By the age of seven, pupils listen well but although satisfactory overall, there is a wide range in their speaking skills. Many are confident speakers but lower attaining pupils speak hesitantly and struggle to find the correct vocabulary. By Year 6, pupils' skills in speaking and listening are average overall, though there is still a range of attainment with many lower attaining pupils needing encouragement to voice their views clearly.

6. Literacy skills are average at the end of Key Stage 1. In reading, most pupils enjoy reading and have an appropriate understanding of what they read. Higher attaining pupils read with reasonable accuracy and fluency and put good expression into their voices when reading aloud. Lower attaining pupils have a limited sight vocabulary and this limits their fluency. By the end of Key Stage 2, higher attaining and average attaining pupils read generally at nationally expected levels. There are few who read at higher levels and there is a large group of pupils whose reading is just below that expected. Many pupils' competence in reading with expression when reading aloud on their own is not sufficiently developed though when reading aloud as a group they are often more successful. Lower attaining pupils read simpler text reasonably accurately, recognising mistakes and using context and phonic clues to correct themselves, and so are less fluent. By the end of Key Stage 2, pupils' writing is well below average. Although there is a satisfactory range of writing there is less evidence of pupils editing and correcting it. There are few higher attaining pupils and a large group of pupils who are working below expected levels.

7. Pupils with special educational needs are supported well by special needs assistants and are also given extra teaching in literacy. Although their attainment is mostly below national expectations, they make good progress.

8. At Key Stage 1 in the latest national tests in mathematics, the levels of attainment are well above average. The number of pupils attaining the expected level 2 is well above the national average, the number attaining the higher level 3 is average. When compared with similar schools attainment is well above average. With the exception of one year the levels of attainment have improved each year over the last four years. Inspection evidence indicates that standards of attainment are average at present. At the end of Key Stage 2 Standards of attainment in the latest National Tests were in line with national average at the expected level 4 and below average at the higher level 5. When compared with similar schools standards are average. The standards in mathematics have risen broadly in line with the national trend over the last four years. The school has carefully analysed the results of National Tests

and used the information to target areas for development, for example mental mathematics. Inspection evidence shows that standards are broadly in line with national averages and pupils make good progress.

9. All pupils, including those with special educational needs, make good progress in their understanding of mathematical concepts and development of skills. They work with increasingly difficult numbers and show increased awareness of the importance of accuracy in measuring work.

10. Inspection evidence shows that standards in English and mathematics at the end of Key Stage 2 are higher than the 1999 national tests suggest. Standards of work seen in Year 3, Year 4 and Year 5 are generally in line with those expected for their ages and standards are only lower at Year 6 where a larger than average number of pupils are on the special educational needs register. This pattern of performance is explained partly by differences in particular cohorts and is partly due to a high number of staff changes in particular year groups in the recent past. It is also due to high quality teaching in Year 4 and Year 5 this year, using the national framework for teaching literacy and numeracy effectively. This results in pupils learning well and making good progress in these year groups. The school has set suitably demanding targets for English and mathematics and is well on target to meet these in 2000. The school has met or exceeded the targets set in both 1998 and 1999.

11. In science, inspection observations and judgements indicate that pupils' attainment, by the end of both key stages is in line with the national average and the number of higher achieving pupils is also maintained. This confirms the findings of teacher assessments at the end of Key Stage 1 in 1999 which showed that attainment was close to the national average overall, although the proportion of pupils attaining the higher level was above average. Pupils attained highly in the aspects of 'life and living processes' and 'materials and their properties'. Attainment was below average in the aspect of 'physical processes'. In the Key Stage 2 national tests in 1999, the proportion of pupils attaining the expected level 4 and the higher level 5 was close to the national average. This differed significantly from the teacher assessments which were below the national average. The reason for the discrepancy was an over cautious interpretation of the expectations of what was required to attain the levels by the teacher.

12. Attainment in information technology is above the national expectation at the end of both key stages. The great majority of pupils, including those with special educational needs, make good progress in building on their prior knowledge, skills and understanding. Pupils use information technology very effectively to support their learning in other subjects such as history and science.

13. Overall standards of attainment in music are in line with expectations at the end of both key stages and in lessons generally, but are above average and higher in instrumental and singing groups. The quality of pupils' singing across the school is good and sometimes impressive. Attainment in art, design and technology, history, geography and physical education is close to expectations by the end of both key stages. There is evidence of some skilled artwork in other subjects around school and by the end of Key Stage 2, pupils achieve above average levels in gymnastics and swimming.

14. Most pupils with special educational needs attain below average but make good progress in meeting targets set on their individual education plans. A small number of pupils with special educational needs, for example a pupil who is visually impaired, attains highly in a number of subjects due to specialist support.

15. A very small number of pupils speak English as an additional language. These pupils receive no additional funding but are supported well by teachers and support staff in meeting individual targets set for them.

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

16. Pupils mostly enjoy coming to school and are interested and involved in the general life of the school and the work they do in lessons. They move around the school sensibly and are keen to talk to visitors and show what they have been doing in lessons. Pupils who take part in musical activities and groups are eager to have an audience and justifiably proud of their achievements. In well structured and interesting lessons they ask questions, engage in discussions, concentrate, persevere and work hard. They respond well to the expectations and levels of challenge offered to them.

17. Behaviour throughout the school day is good with the exception of a very small number of lessons where the teaching is unsatisfactory. Pupils are polite, courteous and friendly to adults and respond appropriately to any necessary intervention. They know and understand the need for rules and behavioural expectations and feel secure in school knowing that any incidents will be appropriately dealt with by staff.

18. Pupils are involved in the daily routines of the school and older pupils are able to take some measure of responsibility. In assemblies older pupils manage the music and projection systems and can be seen tidying and caring for equipment such as computers and musical instruments in their own time. Relationships are good and on occasions when individual pupils are distressed or hurt they show high levels of concern and are keen to offer help. Pupils with special educational needs are frequently included in social and working groups and supported in their learning by their friends.

19. Attendance is good and improving. The school has successfully implemented the School Attendance Matters project with the support of parents, pupils and staff. As a result, attendance has improved each year for the past three years and the school is likely to meet its target of 96% attendance for the current academic year. Pupils come willingly and happily to school and are mostly punctual. Parents understand their responsibility to inform school of reasons for absence and usually do so on the first day of absence.

20. Registers are marked and collated according to statutory requirements. The school understands that authorised and unauthorised absence figures are required to be published in the Governors' Annual Report to Parents.

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

21. Overall, the teaching is satisfactory. Ninety per cent of lessons are at least satisfactory. Forty five per cent of lessons are good and 17 per cent are very good. Ten per cent of lessons are judged to be unsatisfactory. Based on the evidence available in the previous inspection report, the quality of teaching has been maintained.

22. The quality of teaching of children under five is good. All lessons are at least satisfactory and 60 per cent of lessons are good. The teacher and support staff work well together. They monitor children's development well and plan challenging tasks based on a clear understanding of the needs of these children and on good assessment systems. As a result, the children are well motivated and enjoy their learning. The teacher prepares an interesting environment with a wide range of resources and plans activities that are closely matched to children's abilities. These help to provide a smooth transition from the Desirable Learning Outcomes of the curriculum for children under five, to the National Curriculum. There are, however too few practical activities on occasions. Language and literacy work develops well as the teacher makes effective use of direct teaching to enable children to learn letter sounds and words and to make sentences. The teacher and adult helpers also ensure that they develop the children's speaking and social skills successfully by providing opportunities for role-

play. They establish very good relationships. Teachers use games and songs to help children's concentration and to reinforce learning.

23. Teaching at Key Stage 1 and Key Stage 2 is satisfactory overall but there are shortcomings in a number of lessons taught by temporary staff and teachers who are new to the school. Teaching in 86 per cent of lessons at Key Stage 1 is at least satisfactory, in 24 per cent of lessons it is good and in 5 per cent it is very good. However, in 14 per cent of lessons teaching is less than satisfactory. Teaching in Key Stage 2 is good overall and better than in Key Stage 1. Teaching was particularly impressive in Year 4. Ninety one per cent of lessons in Key Stage 2 are at least satisfactory with 56 per cent being good or better and 28 per cent being very good. A small number of lessons could not be bettered. Teaching in nine per cent of lessons is unsatisfactory.

24. The teaching of literacy and numeracy is satisfactory in most classes. All permanent members of the teaching staff have a secure understanding of the National Literacy and National Numeracy Strategies. The teaching of literacy skills is satisfactory and in most lessons, teachers planning is generally sound and sustains pupils' interest and concentration. Teaching of numeracy skills is good overall and generally builds well on pupils' prior learning. Teachers take into account pupils' need for clear explanations interspersed with practical activity and, in the better lessons teachers make the best of opportunities to discuss a variety of strategies for problem solving. In the majority of classes, skilful questioning in both literacy and numeracy lessons promotes thinking and learning. Plenary sessions are used effectively to assess the level of pupils' understanding and ensure that they are further challenged in future lessons. The weakness in a small number of literacy and numeracy lessons is the short-term planning which does not always take into account what pupils already know. When planning is not precise enough, the work is sometimes too easy or too difficult for groups of pupils and some pupils become restless and behave inappropriately.

25. Teachers' subject knowledge is satisfactory overall in most subjects and during the inspection teaching was especially impressive in music and physical education. Most teachers know their pupils well and have warm and supportive relationships with them. Most deal firmly and fairly with inappropriate behaviour. However, a common feature in the unsatisfactory lessons was unsatisfactory control. Teaching staff work well as a team and effective use is made of support staff. Adult helpers, who include parents, offer valuable and appreciated assistance. They make a good contribution to the work in classes. Most permanent teachers set realistic and challenging targets for the majority of pupils and plan interesting lessons. However, in some classes teachers' short-term planning lacks the detail to meet the needs of the highest attaining pupils and some lower attaining pupils with special educational needs. Much of the planning does not indicate the National Curriculum levels of pupils' work. This makes it difficult for teachers to assess what different groups of pupils are expected to achieve. It is in these lessons that the quality of pupils' learning declined and pupils' progress was slow. In the best lessons, particularly those taught in Year 4, the teachers' planning is very good and high expectations and objectives are clearly communicated to the pupils at the start of the lesson and through the use of demanding yet enjoyable activities. As a result pupils concentrate extremely well, make good progress and are left with a sense of achievement when the lessons end.

26. Most teachers use a variety of strategies to ensure that pupils make satisfactory progress. For example, they balance whole class teaching, small group work, discussion and also provide opportunities for pupils to work independently. Most lessons are well organised, and most teachers use time and resources efficiently.

27. However, evidence from the scrutiny of pupils' work shows that teachers' marking is irregular and there are few examples of teachers using encouraging and constructive remarks to help pupils to improve their work.

28. There is a homework policy and the amount and types of homework vary from class to class. The policy is followed consistently by all teachers and 85 per cent of parents commented favourably about the work that pupils do at home, only 10 per cent of parents were dissatisfied. The homework given is always appropriate and supports pupils' learning.

29. The school meets the needs of pupils with special educational needs satisfactorily. There is early identification of special educational need. The quality of individual education plans is variable between very good and unsatisfactory, although satisfactory overall. The targets on many of them are clear but some are not precise enough and the time allocated to achieve the targets is not carefully considered. Special needs support staff are used well in lessons. In a Year 4 class, the support given by the classroom assistants ensures that pupils with special educational needs make good progress in developing skills alongside their classmates. Teachers work hard to identify the needs of a very small number of pupils who speak English as an additional language and match work well to meet their needs.

30. The quality of learning is generally satisfactory and often it is good. The quality of learning is very good in Year 4. Pupils in this class are often very enthusiastic, responsive and keen to work. Throughout the school most pupils make appropriate gains in the acquisition of knowledge and understanding. Most pupils make satisfactory progress particularly in basic skills and techniques in literacy and numeracy which are taught explicitly, systematically and thoroughly. Some higher attainers are not sufficiently challenged and find work too easy. From an early stage pupils know and understand established routines with good learning habits encouraged and strongly in evidence. Most teachers have high expectations of pupils' behaviour and expect pupils to be independent in learning, which helps pupils develop their personal and social skills. Pupils employ a good range of learning skills, listening attentively, handling resources sensibly, responding well to adults and recalling, using and practising previously learned information in new contexts. Many ask purposeful questions and develop an understanding and appreciation of complex issues. Most pupils work well together helping each other to succeed. Positive attitudes enable them to sustain concentration and in most classes they are keenly motivated to learn. Occasionally pupils are restless when insufficiently challenged but overall their orderliness and good behaviour contribute positively to the standards achieved and to their competence as learners.

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

31. A suitable curriculum is provided for children under five except in their physical development where there are too few opportunities for pupils to experience out door and large apparatus work. Other areas of the curriculum are planned effectively to cover the nationally recommended areas of learning for the age group. Their pre five education prepares them well for the National Curriculum. The curriculum provided for pupils in Key Stages 1 and 2 is broad paying due attention to the foundation subjects and religious education. The balance of time spent between the core curriculum subjects of English, mathematics and science and the other subjects is appropriate.

32. Sufficient time is given to the development of art, physical education, design and technology, history, geography, information technology, music and religious education. The extra curricular activities provided by the school add satisfactorily to the curriculum especially in music where standards are high. All statutory requirements are met. Pupils with special educational needs are well catered for and they receive good quality support especially where individual education programmes contain clear details of what pupils are to learn. A significant minority of individual education programmes are too vague. There are occasions however, when pupils are withdrawn from lessons for additional support in literacy and miss important parts of other lessons. This practice is unsatisfactory. Both the Literacy and Numeracy strategies have been introduced satisfactorily but still remain to be

fully developed in order to significantly effect the standards of attainment within the school. Tasks which do not always sufficiently challenge the most able or meet the needs of pupils of lower ability are sometimes provided.

33. The school has a good programme of social and personal education which includes health education, sex education and drug awareness education. These are mostly covered as part of the science curriculum.

34. Schemes of work are in place for all subjects. These appropriately outline broad areas for teaching and contain sufficient detail to provide good quality guidance. Planning to deliver the curriculum is conscientiously completed and content is monitored regularly by the head teacher and subject co-ordinators.

35. The school has satisfactory links with the local community through its involvement with the church and through its links with a neighbouring school which provides sports facilities for the school to use. Parents with specific skills are used by the school to develop pupils' cultural and religious understanding. Links with local secondary schools are satisfactory and staff from those schools are welcomed. Friendly sporting fixtures are undertaken against other local primary schools which improves pupils social contacts. Links with feeder play groups and pre-five groups are less well developed. Older pupils also benefit from the opportunities to participate in residential visits.

36. The school has sustained a broad and balanced curriculum and seeks to give equal access to it. Curriculum documents refer to equality of opportunity and the Aims of the School to curriculum access. In classrooms boys and girls work well together and pupils with special needs are often given good support to enable them to participate in lessons. For example, a partially-sighted pupil is given effective technical support to enable her to participate fully in lessons. A good effort is also made to facilitate some participation in class lessons by any pupils with physical disabilities.

37. There is however an issue in terms of the withdrawal of pupils both for peripatetic instrumental lessons and for special support when that takes them out of the classroom for key learning experiences. The school is aware of the need to ensure that withdrawal does not narrow or limit learning opportunities.

38. The school makes positive efforts to ensure that extra-curricular activities are organised on an inclusive basis. For example the choir and other clubs and activities are open to all, sometimes on a rota. Boys and girls do not participate equally in activities but both do participate, including netball practice and computer club.

39. The school makes good provision for pupils to explore the values of others through assemblies, religious education and other subjects such as art, music and history. Their own ideas and opinions are listened to and valued in various classroom contexts and they are encouraged to talk about their own lives and reflect on special events and moments. The mainly Christian tradition in religious education also provides for the study of other major world faiths and the strong links with the church make a particular contribution to their spiritual development. Pupils throughout school are encouraged to write their own prayers and share them in class assemblies. The arrangements for collective worship fully meet requirements.

40. Pupils throughout the school are well supported in their moral development and from their first entry into the early years unit are becoming increasingly aware of the differences between acceptable and unacceptable behaviour and to distinguish between right and wrong. They listen to stories and talk about a range of issues such as bullying, being a good friend and having a conscience. Adults help them

to understand important values as when they were encouraged in an assembly to reflect on relative values and what is important to us as individuals.

41. There is a good range of opportunities and contexts to support pupils' social development. In lessons, around the school and in the playground, they are helped to work and play both co-operatively and independently and take responsibility for themselves. Musical activities such as the orchestra, choir and instrumental groups provide particularly strong contexts for social development as do sporting opportunities, clubs and a range of visits. Older pupils are able to gain a wider range of social skills by living together on a residential visit.

42. The school helps pupils to appreciate their own and other cultural traditions using opportunities such as Year 5 pupils' study of Ancient Greece. Art and music draw upon a range of traditions and offer experiences, both in school and on visits to places of interest, which raise cultural awareness and encourage pupils to reflect on what they see and develop their own tastes and understanding.

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

43. Staff know and understand pupils well. Significant attention is paid to ensuring pupils are safe and well cared for. There is a comprehensive health and safety policy and the issue raised with the school was dealt with quickly and efficiently. First aid is administered with sensitivity and care and very good records are kept. Pupils with specific medical conditions are well known to all staff and they are carefully watched. Child protection procedures are secure and understood. Pupils are helped to understand the need to protect themselves and each other through learning about 'Stranger Danger'. Pupils express confidence in their teachers and support staff. They will take problems to any member of staff, including lunchtime supervisors, confident that they will be listened to and helped.

44. Behaviour in and around school is good but there are occasional instances of less good behaviour in lessons, which do not provide appropriate challenge to all pupils. There is an inconsistent approach to the management of behaviour in class, for example only some classes have developed their own set of classroom rules. Bullying is extremely rare and any incidents are dealt with quickly and fairly.

45. Attendance has improved significantly over the past three years since the introduction of the School Attendance Matters project. Parents and pupils have been well informed about the project and the importance of regular attendance. Full attendance is rewarded each term and annually. Last year, 17% of pupils achieved 100% attendance and they are proud to be recognised for their effort. Pupils who arrive late to school have to use the front entrance, but there is currently no system to record late arrivals on a daily basis other than in registers.

46. The process of getting to know children begins before they join the early years unit. Visits to the main feeder playgroups do take place although these have been limited recently due to staffing difficulties for example, the illness of the co-ordinator. Children visit the school before they start so that they have some familiarity with their new teacher and surroundings. Year six pupils are well prepared to move on to high school. They are visited by teaching staff and spend a day at the school in the summer term. Appropriate records and information are passed on and the head teacher has made a strong contribution to effective planning for transfer.

47. Target setting has recently been introduced for numeracy and the school plans to introduce similar targets for literacy by the end of the term and for science at the beginning of the next academic year. The targets are discussed with pupils individually so that they fully understand what is expected of them. Older pupils feel that grouping by ability helps them to know how well they are doing.

48. There are limited effective whole school procedures or systems for evaluating and recording pupils' attainment in order to monitor their progress and to plan for their future learning. Assessment in mathematics is very good. In English, mathematics and science, pupils are tested half termly and optional tests are also conducted twice yearly in mathematics and English in all classes. The school uses these results effectively to analyse areas of weakness in coverage and knowledge and set clear targets for year cohorts and for individual practice. In mathematics, both parents and pupils know what these targets are and they are regularly reviewed. This is very good practice. Assessment in information and communication technology is good. Pupils keep a personal record of their learning of skills which informs teachers what they need to learn next. Assessment records in other subjects are much less secure. However the school has recognised this and records of attainment in English will follow shortly and in science at the beginning of the new academic year. Evidence of these developments, based on the model developed for mathematics are part of the school's development plan. In other subjects the levels of assessment are much more limited and still require development. There are few effective reference points, such as subject portfolios, to guide teachers in accurately determining the levels of attainment in most subjects. Those that do exist are often incomplete and do not contain up to date information. While assessment opportunities are contained in some schemes of work they do not significantly feature in teachers' planning. Information from assessment tests is not analysed in sufficient detail to identify precisely where improvement is and what planned action may be required to address shortcomings in standards among different groups of pupils. Assessment procedures for pupils with special educational needs are adequate to meet the needs of regular reviews but their use to develop good quality individual education programmes is not always guaranteed. While the governing body is kept informed about progress and improvements in standards they possess insufficient information to make an effective strategic contribution to this process.

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

49. The school has strong and mutually supportive links with parents. Parents are mostly interested and involved with the work of the school and want to know how their children are doing and to support them. Parents help in school, providing extra support in the classroom as well as accompanying trips and visits. The hard-working school association puts on fund raising and social events, in particular a community carnival, which are well supported and raise significant amounts of much appreciated additional revenue for the school.

50. Parents are kept well informed about what their children are doing and their progress. The prospectus and Governors' Annual Report are informative and readable although the latter does not include all the information required by statute. A notice board at the school entrance gives the most recent copies of letters and minutes of meetings held by Governors and the School Association so that parents can keep themselves up to date. Each half term, every class teacher issues a guide for parents as to what will be covered in all subjects which helps parents to know what their children are learning. Special meetings for instance for parents of pupils in Year 6 about SATS and transfer to high school also give parents the opportunity to find out more about their children's education at important times. However, reports do not always tell parents in specific terms what their children know, understand and can do. The school has responded well to parents' concerns by developing an individual target system in maths, which will be followed by English and then science. Parents are invited to discuss their children's targets and these meetings will take place three times a year. Class assemblies give parents a very good view of what children have been learning as well as treating them to a very high standard of music and singing. An open afternoon in the summer term gives parents the opportunity to share the year's work with their children.

51. Parents were very involved in the contents of the home/school agreement and nearly half of parents responded to the questionnaire the school sent out. Almost all parents have signed the agreement. Parents are supportive of homework, although some parents of older pupils would like more to be set. Parents hear their children read at home and comment in reading diaries. Parents keep school well informed if their children are absent from school. Parents of pupils with special educational needs are properly involved in annual reviews and the setting up of individual education plans.

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

52. The previous report judged that the head-teacher provided strong, clear and effective leadership for the school. On the evidence of this inspection she continues to lead well and to provide effective management. She has a vision for the school, reflected in its aims and in school policies, a commitment to high standards for pupils and team working and professional development for staff.

53. The head encourages members of staff to exercise leadership in their areas of responsibility. Thus for example individual co-ordinators have been very successful in developing provision in ICT, mathematics, physical education and music. Systems and procedures which would support other staff exercising leadership at this level are in place, for example through action planning. However because of staff changes and illness, the contribution of senior staff, including the deputy head, to leadership and management is less than it should be, whereas another member of the team has a heavy workload being special needs coordinator, English coordinator and early years coordinator.

54. Staff are also encouraged to work closely with governors. Many governors know the school well, are involved in activities in school and frequently visit it. Individual governors, for example those with responsibility for literacy, numeracy and special needs, have, through involvement in classrooms and training, become well-informed and effective. The governing body has a structure of committees, some of which meet regularly, but the finance committee does not meet as regularly as it should and leaves a lot to the headteacher. Co-ordinators attend and report to the Curriculum Committee and each governor takes responsibility for a different curriculum area. A high proportion of governors are recently appointed and many are still learning about their responsibilities. Overall the governing body is not yet sufficiently influential in the school in relation to key strategic and performance issues. Governors have a positive view of the school and are keen for it to develop and succeed but rely too heavily on the advice and leadership of the head-teacher.

55. The schools aims and values as expressed in the school brochure and other documents continue to provide vision and challenge. They are reflected in the life of the school, for example in team working, good relationships, equal opportunities and respect for the individual. The head's effective development planning and management of the budget is combined with a strong sense of the priorities for the future. Despite the immediate difficulties, the school has an underlying sense of purpose and educational direction.

56. There is also a significant commitment to the improvement of teaching. Investment has been made in the monitoring of teaching, focusing at the present time on literacy and numeracy and involving the head, senior staff and co-ordinators and governors in the observation of lessons. Teachers' planning is also monitored by the head and by co-ordinators. There are half-termly evaluations by staff and twice yearly reporting by co-ordinators on subject areas. There is also a strong commitment to professional development both through formal courses and broadening experience within the school. There are annual professional development interviews. Despite these arrangements, they have not yet secured a consistent quality of teaching across the school.

57. The school is making sound use of national initiatives in its efforts to improve pupils' performance. There are ambitious targets for improved attainment in the core subjects, based upon new

patterns of assessment and the analysis of data. Teachers are in most cases conscious of these targets in their teaching. Targets for individual pupils have been developed in mathematics and will shortly be developed in literacy and science. In maths, pupils, and their parents, are aware of their targets.

58. The schools documentation and discussion with the head reveal a thoughtful and thorough approach to planning. The action plan from the previous inspection has been progressively completed. Staff and other meetings are well minuted and show a systematic approach to the issues to be addressed. The school development plan identifies priorities, costs are linked to curriculum priorities and the principles underlying the budget are identified.

59. The school has sound policies on equal opportunities and the head is aware of issues and committed to an inclusive approach. Documentation of all kinds expresses the importance that the school attaches to equal opportunities. This is reflected in practice. A small number of Muslim pupils attend the school, for example, and are fully integrated into it. The school community does not however have great cultural diversity because of the area it serves. Although there is a multi-cultural education policy and some aspects of the school's work are concerned to give pupils an understanding of other cultures, for example through work on other faiths in religious education, this is not a strong feature of the school.

60. The school, and in particular the head, is aware of the different performance of boys and girls and the need to monitor differences. However because there is no consistent pattern of difference, clear strategies have been difficult to develop. Some gender grouping and targeting, for example on boys' writing, has been tried.

61. There are sufficient teachers for the numbers of pupils in the school and they are appropriately qualified and experienced to teach the subjects of the National Curriculum and the curriculum for children under the age of five. Curriculum co-ordinators for music and for physical education have considerable expertise and this contributes to the good quality of provision in these areas. There have been many staff changes recently, including temporary staff to cover long-term illness, and this has had an adverse impact on the quality of education provided by the school. Many staff have changed their curricular responsibilities and some have also changed the key stage they teach. The school is aware of the need to monitor and provide training and support to teachers, including temporary teachers, to make these changes effective and has planned to do so appropriately. The systems for induction of staff to the school and for professional development, including appraisal, are satisfactory.

62. There are sufficient support staff and they give valuable help in the classrooms, supporting the large classes and working well with the children under the age of five and with the reception children. Special needs assistants provide effective support to pupils with special educational needs, helping them to make good progress.

63. Accommodation is well kept by the caretaker and cleaning staff and adequate for the needs of the curriculum overall. The classrooms for older pupils at Key Stage 2, however, are too small and this impinges on the effectiveness of some aspects of teaching, for example, in literacy sessions. The small size of the rooms for older pupils was noted by the last inspection and remains a factor which detracts from the quality of the buildings. Recent premises improvements have created a separate building for the youngest children and improved the fencing and hard play areas. There are, however, limitations in the separate outside play area for children under the age of five, which restrict the school's provision for the physical and social development of these children.

64. Learning resources are generally satisfactory. There are good resources for art, music and physical education, supporting the teaching and learning in these subjects well. Effective use is made of the local authority's educational resources service to provide good resources for history. This is a

satisfactory level of improvement since the last inspection, which judged there to be inadequacies in resources for art, geography and history, and no areas were specified as being resourced well.

65. Income per pupil is well below the average when compared with schools of a similar type. The head teacher, in consultation with the governing body decides on the pattern of expenditure. The bulk of the expenditure is spent on teachers' salaries and the ratio of teachers to pupils is average except amongst the oldest pupils. Limited budgets require the careful consideration of educational priorities and the head teacher and senior staff consider each development prior to consulting the governors. The budget and additional grants to support pupils learning are efficiently and effectively identified and spent to raise standards across the school. Currently governors do not play a sufficiently active role in deciding the direction to be taken by the school. A system to judge whether money has been well spent is at a developmental stage and does not as yet fully involve the governing body. Several of the governing body are recent appointments and have not, as yet, got a clear understanding of the strengths and weaknesses of the school. Statutory requirements are however carried out effectively by the governors.

66. The head teacher draws up the detailed school development plan and within budgetary restrictions, decides on the appropriate priorities. These are well considered and carefully costed with targets, monitoring procedures and roles of responsibility stated. The head teacher runs the school efficiently but roles and responsibilities need to be more clearly defined in order to provide additional support.

67. The schools administrative system works effectively and services the work of teachers and pupils well. However there has been no recent Local authority auditors' report so that the school can judge the efficiency of its financial systems.

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

68. In order to further raise standards and the quality of education the governors, headteacher and staff should:

Improve writing at both key stages by:

- Providing more opportunities for pupils to write for different purposes and use fewer worksheets which require one word or simple phrase answers.  
(paragraphs 2, 3, 4, 6, 70, 81, 82)

Improve the leadership and management of the school by:

- Establishing a more systematic working partnership between headteacher, senior staff and governors which ensures an equitable distribution of responsibilities.
- Establishing clear mechanisms for governors to ensure the effective use of all resources allocated to the school, and that appropriate progress is made on the school development plan of any subject action plans that are instituted.
- increasing the oversight and participation of governors in key areas by:

- establishing procedures involving them in critically evaluating the work of the staff by reviewing and analysing their performance;
  - monitoring and evaluating the curriculum;
  - becoming more involved in development planning.
- (paragraphs 53, 61, 65, 66)

Address the weaknesses in teaching and assessment by:

- Ensuring that a more coherent and common approach to short term-planning and preparation of individual education plans ensures that all teachers are clear about precisely what it is that pupils are to learn in lessons.
  - Indicating assessment opportunities in planning;
  - Ensuring that a more consistent approach is made to assessing and recording what pupils know and understand, using this to inform future planning;
  - Ensuring that all staff have high expectations of pupils' behaviour and implement a consistent strategy to deal with inappropriate behaviour of pupils
  - Improving the quality of marking throughout the school.
- (paragraphs 24, 25, 27, 29, 30, 32, 48, 50, 91, 92, 101, 108)

In drawing up the action plan the governors should consider the following less important shortcoming and establish procedures to improve:

- Provide more opportunities for children under five to participate in more exploratory and investigative learning and provide further opportunities for them to increase and refine their large motor skills
- (paragraphs 22, 31, 70, 72, 73, 75)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	29

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	8	16	26	5	1	0

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

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

#### **Pupils on the school's roll**

	Nursery	Y6 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	262
Number of full-time pupils eligible for free school meals	N/a	40

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		67

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	2

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

#### **Unauthorised absence**

	%
School data	4.04
National comparative data	5.4

	%
School data	0.4
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***

	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	26	24	50

<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	20	19	26
	Girls	24	24	24
	Total	44	43	50
Percentage of pupils at NC level 2 or above	School	88 (79)	86 (73)	100 (94)
	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	19	22	22
	Girls	24	23	21
	Total	43	45	43
Percentage of pupils at NC level 2 or above	School	86 (82)	90 (88)	86 (82)
	National	82 (81)	86 (85)	87 (81)

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

*Attainment at the end of Key Stage 2*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	16	20	36

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	11	12	14
	Girls	13	14	15
	Total	24	26	29
Percentage of pupils at NC level 4 or above	School	67 (65)	72 (35)	81 (65)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	11	12	11
	Total	23	23	24
Percentage of pupils at NC level 4 or above	School	64 (65)	64 (56)	67 (65)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0

*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	243
Any other minority ethnic group	7

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

White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.5
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	171

#### **Qualified teachers and support staff: early years unit**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	15
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-99
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	£
Total income	361540
Total expenditure	363040
Expenditure per pupil	1344
Balance brought forward from previous year	2500
Balance carried forward to next year	1000

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

### **Questionnaire return rate**

Number of questionnaires sent out	257
Number of questionnaires returned	48

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	0	0
My child is making good progress in school.	32	56	6	0	6
Behaviour in the school is good.	46	50	4	0	0
My child gets the right amount of work to do at home.	32	54	10	0	4
The teaching is good.	52	42	6	0	0
I am kept well informed about how my child is getting on.	44	31	23	0	2
I would feel comfortable about approaching the school with questions or a problem.	58	38	4	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	42	43	13	2	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	50	48	0	0	2
The school provides an interesting range of activities outside lessons.	35	46	4	2	13

- Some parents felt that the school did not give sufficient information about pupils' progress.
- Some parents were concerned that the teaching in some classes was less effective in the absence of regular members of staff.

## **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**

#### **Personal and Social Development**

69. Pupils are mostly confident and enjoy good relationships with each other and with adults. The quality of teaching is good and staff place a high priority on the development of independence and the ability to work constructively both as individuals and as part of a group. Pupils clearly enjoy coming to school and are eager to learn and take part in the activities provided. They show care and consideration for each other, can take turns and share and have a growing sense of right and wrong. They achieve good standards in many respects and are already meeting the desirable outcomes in this area of learning.

#### **Language and Literacy**

70. Pupils speaking and listening skills are close to what might be expected. They demonstrate a growing vocabulary and talk readily about what they are doing and their experiences. Their sense of narrative enriches their role play as when various pupils played out the story of The Three Bears, taking on the different characters and collaborating to follow through the story in sequence. Many pupils recognise their own names and the significance of letter symbols and in their informal writing show that they have a good understanding of the purposes for writing but overall their attainment is below average. The quality of direct teaching input and the opportunities created for reading are good but less formal activities and informal encounters with books are less well supported. Children enjoy their books and are supported well by parent helpers in school and by their own parents when they take home their reading books and homework.

#### **Mathematics**

71. Attainment in number related work is close to what might be expected but less secure in other aspects of mathematics. They are familiar with number rhymes, songs and counting activities and some pupils can count and recognise numbers to ten and beyond but their abilities to apply this and use a range of shape, position, size and quantity vocabulary are below average. Pupils playing in the sand and water found it difficult to talk about what they were doing and finding out. However, the quality of teaching in the planned group activities is good and pupils make good progress as when the teacher targeted the concept of heavier than and lighter than.

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

72. Pupils enjoy talking about old and new and are beginning to develop a basic sense of chronology and can talk about some features of the area where they live. Exploratory activities and opportunities to experiment and investigate for themselves are currently insufficient although there is some planned group input from the teacher as when they were able to observe melting chocolate and some baking. There is effective teaching of skills such as sticking, cutting, folding and joining and pupils make good use of the writing area in this respect but overall, there are insufficient opportunities for the pupils to make choices from a range of materials and equipment for their own purposes. Pupils make good use of the computer and are gaining the appropriate early understanding and skills for their age.

## **Physical Development**

73. There is no ready access to outdoor play, provision is currently unsatisfactory and is restricted to formal playtimes in each session in a small but secure area. There are some wheeled toys but no space or equipment for developing their skills in climbing and balancing, either indoors or outside. The full time pupils experience two physical education lessons per week and the part time pupils one lesson which they enjoy and can talk about. They are able to use a range of small equipment and appropriate construction during indoor play and their control of tools and materials is satisfactory for their age.

## **Creative Development**

74. There is good planned teaching input into pupils' painting, imaginative, musical and narrative skills and they respond well to this input. They are able to explore sound, colour, texture, shape and form and talk about what they see and hear and feel in structured contexts and with interested adults. Their abilities to communicate their feelings and express ideas are less well developed.

75. There have been significant developments in provision for the under fives since the last inspection and the new building is being well used to offer many good quality educational experiences for the youngest pupils in school. The curriculum for the younger reception children needs to be planned to take more account of their learning needs and be enriched with more exploratory and investigative learning and further opportunities for them to increase and refine their large motor skills. The coordinator offers strong and informed leadership and has a clear view of how to further improve the already good quality of under five education provided.

## **ENGLISH**

76. By the end of Key Stage 1, pupils reach expected standards in English. This is confirmed by the results in the national tests. Results in 1999 and for the previous two years show pupils' performance to be average in reading and writing both nationally and in relation to schools with similar numbers of pupils eligible for free school meals. In reading, the proportion of pupils reaching higher levels of attainment is average. In writing, however, fewer pupils than average attain higher levels. There is a wide range of speaking and listening skills though overall they are average. Girls perform better than boys in the national tests, though no evidence of differing attainment was found in the inspection to explain the test results.

77. By the end of Key Stage 2, however, standards are lower than they should be, particularly in writing. This is reflected in the results of the national tests, which show average attainment in 1997, below average in 1998 and well below average in 1999, both compared with the national average and with schools having similar numbers of pupils eligible for free school meals. Not enough pupils reached either the expected levels or the higher levels of attainment in 1999, and the standards in writing were much lower than in reading. Inspection evidence shows that standards in school overall are higher than the tests suggest; standards of work seen in Year 3, Year 4 and Year 5 are generally in line with those expected for their ages and standards only lower at Year 6 where a significant number of pupils are on the special educational needs register. This pattern of performance is also explained partly by differences in particular cohorts and is partly due to a high number of staff changes in particular year groups in the recent past. It is also due to high quality teaching in Year 4 and Year 5 this year, using the national framework for teaching literacy effectively. This results in pupils learning well and making good progress in these year groups. Although it is satisfactory overall, the literacy lessons are not as well planned in Year 6. While standards by the end of Key Stage 2 are unsatisfactory, they are rising, helped by recent setting of targets for each year group, with clear and

detailed strategies to help to achieve the targets. Boys perform better than girls in the national tests at Key Stage 2, though no evidence to explain this was found during the inspection.

78. By the age of seven, most pupils listen to the teacher well and are able to pick out the main points of the story. They listen intently to their peers performing a short play. There is a wide range in their speaking skills. Many are confident, speak in well-constructed sentences and are able to put forward ideas logically. Lower attaining pupils speak hesitantly and struggle to find the correct vocabulary in which to express themselves. By Year 6, pupils' skills in speaking and listening are average overall, though there is still a range of attainment with many lower attaining pupils needing encouragement to voice their views clearly. Pupils listen closely during class discussions and to each other in paired activities. They often ask their own questions to clarify their understanding of the teacher's instructions. Speaking and listening skills are practised satisfactorily across the curriculum, for example when reflecting on each other's performance in gymnastics. Pupils are given good opportunities in assemblies to develop these skills and in the assemblies seen the standard of speaking and listening was good.

79. In reading, by the age of seven, most pupils have a well-established sight vocabulary and employ a range of strategies when reading unfamiliar text. They enjoy reading and have an appropriate understanding of what they read. Higher attaining pupils read with reasonable accuracy and fluency and put good expression into their voices when reading aloud. This was seen during the inspection when a group read a play-script, each taking a character from 'Little Red Riding Hood'. Lower attaining pupils have a limited sight vocabulary and this limits their fluency. Their phonic skills, however, are sound and used effectively to read words they do not know. All pupils are developing a satisfactory knowledge of the nature of books, comparing different texts that tell the same traditional story in different ways.

80. By the end of Key Stage 2, higher attaining and average attaining pupils read generally at nationally expected levels. There are few who read at higher levels and there is a large group of pupils whose reading is just below that expected. A few pupils read with fluency, paying attention to punctuation by pausing at commas and raising their voices when they encounter exclamation marks. Many pupils' competence in reading with expression when reading aloud on their own is not sufficiently developed though when reading aloud as a group they are often more successful. Lower attaining pupils read simpler text reasonably accurately, recognising mistakes and using context and phonic clues to correct themselves, and so are less fluent. Most pupils understand texts satisfactorily and can compare plots of different books. They discuss favourite authors well and read a variety of genre including non-fiction and poetry books. Pupils can use the library classification system to locate books and they can use an index to find specific pieces of information.

81. In writing, by the age of seven, pupils are able to write in different forms, for example, stories, poems, lists, instructions, and accounts of events. Higher attaining pupils write in sentences, and they spell reasonably accurately with their mistakes showing a growing understanding of phonic rules. They write some good extended pieces of work, for example, about Guy Fawkes. Average attaining pupils sometimes punctuate their sentences with capital letters and full stops. They make sensible attempts to spell words they do not know. Most pupils' writing is printed and they are just beginning to write in joined script for some of their work. Lower attaining pupils write a limited amount of work independently; much of their work is copied from the teacher's writing. Their writing is ill-formed and often not set out correctly on the page.

82. By the end of Key Stage 2, pupils' writing is well below average. There is a satisfactory range of writing and pupils use appropriate forms of writing; for example for stories, letters, poems, biographies, advertisements and instructions. Pupils regularly plan and draft their work; there is less evidence of pupils editing and correcting it. As with reading, there are few higher attaining pupils and a

large group of pupils who are working below expected levels. In the lesson seen most pupils needed reminding where to put common punctuation including capital letters, as well as speech marks, even though dialogue and speech marks were the focus of the lesson. Their writing uses interesting vocabulary and spellings generally conform to regular patterns. Higher attaining pupils write lively and humorous dialogue, using adverbs well. Some of the writing is of a good standard; for example the millennium poems are imaginative and evocative. Much of the work of higher attaining pupils has appropriate punctuation and handwriting and spelling are at expected levels for this age. Below average attaining pupils' handwriting is joined and legible but poorly presented with the letters incorrectly formed. They sometimes use basic punctuation such as capital letters and full stops. Simple words such as 'where' and 'our' are not spelt correctly.

83. Other subjects are used satisfactorily to support and extend pupils' competence in reading and writing. Pupils write prayers in religious education, recipes and instructions to make artefacts in design and technology, biographies and narratives in history and labels in science. Pupils use computers to write and to incorporate graphics with the writing; for example they compose bonfire party notices. In some subjects such as science, however, much of the work is copied rather than being the pupils' own writing, making it less effective in developing literacy skills.

84. There has been satisfactory improvement since the last inspection in response to the key issue of raising standards by the end of Key Stage 1 to average levels overall, and in writing independently for a variety of purposes at Key Stage 1. The National Literacy Strategy provides a framework that the school are using as a scheme of work. The setting of targets for each year group is helping to raise standards. In other aspects, however, there has been an unsatisfactory level of improvement. Standards have dropped at the end of Key Stage 2, as they were average. There are still too few higher attaining pupils in writing at both key stages and the reading assessments and records are still too general and do not diagnose areas to improve.

85. Overall the quality of teaching is satisfactory at both key stages, though it is variable. Good quality teaching was seen in Reception. Good and very good quality teaching were seen in the middle of Key Stage 2. At both key stages less than satisfactory lessons were seen; at the middle of Key Stage 1 and the beginning of Key Stage 2.

86. The strengths of the teaching and learning in Reception include the sensible adaptation of the literacy framework for these young pupils. The teacher has very good behaviour management and uses much praise and encouragement so that all pupils are happy to attempt tasks even when these are very challenging; for example pupils persevere with spelling words beginning with 'p', listening well for the different sounds within the words. Pupils confidently go to tasks and work by themselves, showing good organisation of the class activities and routines by the teacher.

87. The strengths of the teaching and learning at Key Stage 2 include the good planning to both the programmes of study of the National Curriculum and the National Literacy Strategy framework. Teachers use published materials effectively as resources, for example to explore the concept of motivation within the story. There is a good pace to lessons with several interesting activities and a good level of challenge which results in the pupils staying intently focused on the tasks, eager to contribute to discussion and trying hard with their work, for example on using adverbs. Teachers use pupils' responses well to bring out learning points, even when their contributions are not correct or directly related to the planned learning, so that all pupils want to contribute and try hard. The work is well matched to the different levels of attainment within the class, ensuring that pupils build on what they already know effectively and make good progress within lessons.

88. The main aspect of the less than satisfactory teaching is that teachers do not use their knowledge of what the pupils already know and can do to plan work at appropriate levels of difficulty

for all pupils. This meant, in the lessons seen, that the level of reading required to carry out the tasks were well beyond most of the pupils, resulting in little learning taking place. In one lesson the poem chosen as a text was too difficult and the pupils did not understand and could not read many of the words, in the other lesson the pupils could not read the piece of text and so could not write in the missing words. Other characteristics of these lessons were a slow pace so that pupils lost interest and started to misbehave, and insecure behaviour management so that too much time was spent controlling pupils which broke the flow of the lesson.

89. Pupils with special educational needs are supported well by special needs assistants. They are given extra teaching in literacy and this contributes to their good progress. This support, however, is not always given in the literacy lessons; sometimes pupils are withdrawn from other lessons.

90. Homework is satisfactory. Pupils can all take reading books home regularly and there is a home-school reading record. The comments teachers make in these, however, are too general to help parents support their children's reading effectively.

91. Overall the school is using the national framework for teaching literacy satisfactorily. In many lessons teachers have modified the basic literacy hour structure. The spreading out of literacy tasks over a morning in the Reception class is a sensible modification to meet the needs of those pupils. Teachers of older pupils at Key Stage 2 include a session on extended writing and this was seen being effectively used in Year 5 to promote these writing skills. In an overall satisfactory Year 6 lesson, a weakness was that the modifications to the literacy planning had not been fully thought out. In the lesson observed, for example, not all aspects of literacy were planned for precisely and this meant many missed opportunities for learning. In the unsatisfactory lesson seen at Key Stage 1, the literacy hour was not well structured or presented, with the same task given to all pupils to work on inappropriately. In a few lessons the introductory session was too long and the plenary session was rushed. The classrooms for the older pupils in Key Stage 2 are too small for the numbers of pupils in them and this restricts aspects of the literacy lessons such as whole class work.

92. The curriculum is satisfactory, based on the national framework for teaching literacy. Procedures for assessing and recording what pupils have achieved, however, are unsatisfactory. The marking of work is inconsistent. Much work that pupils do is on paper and on worksheets. These are not dated and so do not form a useful record of pupils' achievements that can be used effectively to see what progress is being made. Assessment of progress in reading skills is too general and is not diagnostic. With the exception of the reception pupils in the early year's class, there are no other consistent on-going records of pupils' attainment or details of pupils' progress linked to either the programmes of study of the National Curriculum or the National Literacy Strategy, in order that teachers can plan further learning.

93. The co-ordinator is clear about the overall priorities for leading and developing the subject, though has only taken on the role recently and has not had time to be effective. Teachers have been observed teaching literacy lessons and planning is monitored. The co-ordinator, however, also has responsibility for special educational needs and for co-ordinating provision for the youngest children in the school and has limited time and expertise to support the raising of standards in reading and writing at Key Stage 2. The school's policies for writing and spelling do not take account of the National Literacy Strategy and so are not effective in supporting staff new to the school.

## **MATHEMATICS**

94. At Key Stage 1 in the latest National Tests the levels of attainment are well above average. The number of pupils attaining the expected level 2 is well above the national average, the number attaining the higher level 3 is average. When compared with similar schools attainment is well above

average. With the exception of one year the levels of attainment have improved each year over the last four years. Inspection evidence indicates that standards of attainment are average at present.

95. At Key Stage 1 the youngest pupils can recall and join in familiar number rhymes and pupils use the language of weight using terms such as light and heavy with the higher attainers using lighter and heavier. As they move through Year 1 the pupils, including those with special needs make good progress. The lower attainers recognise numbers up to ten. They start to carry out simple addition and subtraction of numbers to ten. The average attainers recognise and work with numbers up to twenty. They work on more difficult addition and subtraction and can add on ten. The higher attainers can add two digit and one digit numbers and recognise patterns including odd and even numbers. Most pupils recognise regular two-dimensional shapes such as square, circle and triangle. Pupils measure using cubes; the highest attaining pupils estimate things that are less than one metre. By the end of the key stage the average attaining pupils add and subtract two digit numbers. They multiply and divide by single digit. A small number of pupils are not yet at this stage and are working mainly with single digit numbers. Some pupils devise their own addition 'sums'. Mathematical language develops well with pupils moving from terms like 'share' to 'divide' and 'times' to multiply. The pupils become familiar with fractions including a quarter and a half. The average and higher attainers understand half and quarter turn. In the area of shape and space the pupils recognise an increasing number of two and three-dimensional shapes. They draw reflective symmetrical patterns. The higher attainers identify the characteristics of shapes by sides and corners and can say if a shape is symmetrical. In data handling the pupils collect information and they are starting to use tallying. They use simple block graphs to record information.

96. All pupils including those with special educational needs, make good progress in their understanding of mathematical concepts and development of skills. They work with increasingly difficult numbers and show increased awareness of the importance of accuracy in measuring work.

97. At the end of Key Stage 2 Standards of attainment in the latest National Tests were in line with national average at the expected level 4 and below average at the higher level 5. When compared with similar schools standards are average. The standards in mathematics have risen broadly in line with the national trend over the last four years. The school has carefully analysed the results of National Tests and used the information to target areas for development, for example mental mathematics. Inspection evidence shows that standards are broadly in line with national averages and pupils make good progress.

98. At Key Stage 2 the pupils build on the skills they have acquired in Key Stage 1 and continue to make progress. The younger pupils work with numbers up to and above 100, although a number of the lower attaining pupils still work with one or two digit numbers. The higher attaining pupils carry out multiplication and division confidently. Some of the younger average attaining pupils find difficulty with division and reverse numbers, for example 15 divided by 3 becomes 3 divide by 15. Most pupils use correct mathematical terms when working with two and three dimensional shapes, for example vertices. They create geometrical patterns using straight lines. Measurement becomes more accurate with pupils using centimetres. The higher attaining pupils estimate length, for example of a pencil and then measure to check. As they move through the key stage the pupils develop strategies for solving problems, for example they use partitioning when adding ( $67 + 16 = (60 + 10) + (7 + 6) = 83$ ). They carry out reverse operations in multiplication and division to check answers. They use their mathematical knowledge to problem solve, for example in work on shopping lists. The pupils use more complex fractions as they move through the key stage and they start to convert fractions to decimals. They estimate well. In the area of shape and space the pupils can find the perimeter of a shape by measuring. By the end of the key stage most of pupils are confident in the four rules of number and understand terms like squared. Positive and negative numbers are ordered correctly. The pupils use mathematical symbols including  $<$   $>$ . They add and subtract to two decimal places and in mental

mathematics sessions they show very good understanding of converting decimals to hundredths. In the area of space and shape the pupils use a formula when measuring perimeters and areas. The average attaining pupils identify the characteristics of a parallelogram and rhombus. The higher attaining pupils use the terms acute and obtuse angles and measure accurately using a protractor. Most pupils understand probability and use the terms poor, even good and certainty when writing about chance.

99. Mathematics makes a satisfactory contribution to other areas of the curriculum. Reading and discussing problems makes a contribution to pupils development in English. In geography number is used in direction finding, measuring rainfall and temperature and in plotting co-ordinates. In history pupils develop a sense of time. Measurements and estimates are used in science and design technology. In information technology mathematics is use to develop the use of data handling and processing. The subject makes a positive contribution to pupils' moral and social development. The pupils are given opportunities to work in pairs and groups.

100. Pupils' attitudes to mathematics are satisfactory overall. They are very good in Year 4 this has a positive effect on progress. In one lesson observed attitudes were unsatisfactory and this slowed the rate of progress. The majority of pupils enjoy mathematics. Most listen carefully in the introductory sessions but a minority need reminding not to talk or call out. In almost all classes the pupils relate well to each other and they work well in groups. There are a small number of occasions when pupils do not relate well to each other or they go off task in group work. The presentation of work in some classes is not always satisfactory. When equipment is being used it is done so safely and with care.

101. The quality of teaching is satisfactory overall in both key stages and this has a positive effect on progress. It is rarely less than satisfactory (one unsatisfactory lesson) and is good or very good in a small number of lessons. In most classes teachers plan satisfactorily. They explain the objective of the lesson to the pupils so they understand what they are going to learn. The methods used in the mental mathematics sessions keep the pupils interested. Teachers set work at different levels to meet the needs of the pupil, although on a small number of occasions the work is not planned precisely enough and is either too easy or too difficult. The regular questioning and assessment of work enables teachers to plan future lessons well. In a very good lesson in Year 4 the teacher's good humour and very good relationships made learning fun and purposeful. A particularly memorable phrase used by the teacher to pupils was "I love it when people guess – it doesn't matter if you're wrong". This left pupils feeling enthused, motivated and knowing that their contributions were valued. However, marking of work is not used satisfactorily to develop learning and at times work is not marked. The setting of homework makes a positive contribution to pupils' learning.

102. The subject is co-ordinated well in the absence of the usual coordinator through illness. There is a policy document and work is planned from the National Numeracy Strategy. This ensures that pupils make step by step progress as they move through school building on previously acquired skills. There are good procedures, both formal and informal to assess pupils. These are used well to plan future learning of individual pupils. The school has carefully analysed the results of National Tests to identify areas of development. The information has been used well, for example in the area of mental mathematics. This analysis along with the successful introduction of the National Numeracy strategy has had a positive effect on pupils' learning. The subject is well resourced and the good use of resources has a direct impact on learning.

## **SCIENCE**

103. Inspection observations and judgements indicate that pupils' attainment, by the end of both key stages is in line with the national average and the number of higher achieving pupils is also maintained. This confirms the findings of teacher assessments at the end of Key Stage 1 in 1999 which showed that attainment was close to the national average overall, although the proportion of pupils attaining the

higher level was above average. Pupils attained highly in the aspects of 'life and living processes' and 'materials and their properties'. Attainment was below average in the aspect of 'physical processes'. In the Key Stage 2 national tests in 1999, the proportion of pupils attaining the expected level 4 and the higher level 5 was close to the national average. This differed significantly from the teacher assessments which were below the national average. The reason for the discrepancy was an over cautious interpretation of the expectations of what was required to attain the levels by the teacher.

104. The previous inspection report judged science attainment to be above the national average. Results now indicate that it is in line with the average. Areas for improvement have been appropriately identified by the school and action taken to develop pupils understanding in these areas. For example, in "Physical Processes" in Key Stage 1 and in investigations across the school.

105. By the end of Key Stage 1 pupils identify a range of materials and explain their properties. They begin to have an appropriate knowledge of making electrical circuits and develop an understanding of why bulbs glow dimmer when lit in a series. In a study of heat and cold they experiment with insulation and find out which materials are best suited to keep things warm. In an experiment on friction they discover how far toys will travel down a slope and begin to have an idea of what is a "fair test". A study of mini beasts provides good links with mathematics and pupils draw charts of their results. In Key Stage 2 develop their knowledge of the human body and begin to know the location and function of the major organs. They extend their knowledge of types of materials and study their characteristics for example liquids, solids and gases. They research information using a sound range of books and are beginning to investigate the use of the Internet. However, currently the use of information technology and data handling is underdeveloped in most classes. Pupils consider their own environment and examine the problems of pollution developing strong ideas on solutions. They learn about taking care of themselves and healthy eating which is integrated into their personal and social education and design and technology where pupils design and make salads. Pupils learn to observe carefully recording what they see as in a lesson on the effect of salt on the melt rates of ice. Pupils record their results with reasonable accuracy and demonstrate a sound understanding of their current work. There is no significant difference between the attainment of girls and boys.

106. Pupils learning opportunities are satisfactory. They develop an appropriate vocabulary, which they use in discussions and in their written work. There are no significant differences between the attainment of girls and boys. Quality and pace of learning are satisfactory at both key stages although pupils appear to make more progress in Years 4 and 5. Pupils develop an appropriate scientific vocabulary which teachers ensure is used correctly. Investigative skills are being developed well but presentation of work is sometimes unsatisfactory with insufficient care taken with writing, diagrams with some work remaining unfinished especially amongst younger pupils. In some classes the same work is copied by all pupils regardless of ability stifling the development of pupils language and observational skills. The pupils with special educational needs are well supported by both teachers and support staff and most make at least satisfactory progress. The quality of provision is, in part, determined by the calibre of their individual education plans and where these are detailed and well considered pupils make better progress. Evidence from pupils work seen suggests that information technology is not used extensively in pupils investigations although in some classes, especially at the upper end of Key Stage 2 this is not so. Pupils cover the full range of the science curriculum and good quality guidance ensures that they progressively build their science skills and understanding.

107. Pupils' attitudes towards science are mainly good. Most enjoy science, follow instructions carefully and are able to work constructively in pairs or small groups. A majority of pupils concentrate on their work well and are keen to investigate and find out information. However, a small minority of pupils in classes where the quality of teaching is less satisfactory, disrupt the learning of others.

108. The quality of teaching observed in lessons is good. Only a small number of lessons were observed and other evidence was gathered by talking to staff and pupils and looking at pupils' work. The good and sometimes very good teaching is characterised by good teacher knowledge, planning and effective questioning which challenges and extends pupils' thinking. Assessment of pupils' understanding in these lessons is good. However the overall assessment of pupils' scientific knowledge and understanding is unsatisfactory and currently targets for improvement are not set. This is to be rectified by the school in the near future. Teachers make good use of planning to ensure that the correct scientific vocabulary is developed and used. The use of investigation is usually well developed, but at times the tasks are too teacher directed and pupils' opportunities to discover are stifled.

109. The organisation and management of the subject is good. The co-ordinator is knowledgeable and supports colleagues well through the monitoring of planning and the help and guidance given. New documentation has been written to provide clear targets for improvement for each child and to guide teachers' work. The resources to deliver the curriculum are satisfactory.

## **ART**

110. Attainment in lessons and judged through scrutiny of pupils' recent work and displays around the school is close to expectations by the end of both key stages. There is evidence of some skilled work in other subjects and year 6 pupils showed good standards in painting and pencil work in work on Ancient Greece. Year 4 pupils were able to produce their own good quality paintings in response to the work of Turner and could recognise how Picasso achieved visual impact in different ways. An exhibition of observational paintings of the church by all year groups offered a clear view of pupils' increasing skills as they move through the school.

111. The school has responded to the issues raised in the last inspection and there is evidence of significant improvement across the school. There is now a policy and scheme of work, on-going monitoring and evaluation and the recognition that art should continue to be a development focus. Outside expertise has been sought to inform actions and there are plans to assemble exemplar materials to inform expectations in all year groups.

112. The quality of teaching in art is satisfactory in both key stages and good when there is subject expertise. Teachers provide clear contexts and explanations which allow pupils to focus on essential elements of their learning and fuel their enthusiasm for tasks. Pupils receive good levels of support and encouragement during lessons and generally make sound progress.

113. The subject benefits from good leadership and art expertise and from the overall management support for the development of high quality provision and raised standards. There is a recognised need to further raise teachers' confidence levels in art through individual support and staff development.

## **DESIGN AND TECHNOLOGY**

114. Standards of attainment and the progress made by pupils is satisfactory across both key stages. Evidence was gathered from the two lessons seen, from an examination of photographic evidence of work completed and from discussions with pupils.

115. By the age of eleven pupils have a clear understanding of the designing and making process. They understand why designs are important and stress appropriately the need for accurate measuring,

modifying plans and building pilot models when required. Pupils know how to work safely and can describe how to use a variety of tools. They have experience of food technology and in a good link with science design and make salads. They carry out work with textiles and describe how to weave. Pupils make strong structures from wood and make them rigid using triangular, reinforcements. When using this skill they constructed houses lighting them utilising skills learned in science. Pupils use construction kits but recall no use of motors to move their models. There is also a lack of knowledge about pneumatics or hydraulics. By year 6 pupils understand the need to evaluate and modify their models and to present them well. An example of this relates to a recent project on boxes. Pupils needed skills in measuring, cutting, gluing and finishing to produce a quality final product. Children appear to enjoy design and technology, and describe with enthusiasm the projects they have completed. Limited opportunities to see lessons during the week make secure judgements about teaching impossible.

116. The amounts of time spent on design and technology are appropriate. Guidance on planning and materials is provided by the subject co-ordinator who ensures that pupils experience the full range of design and technology experiences. With the exception of construction kits the school is satisfactorily equipped to deliver the curriculum. Formal assessments of pupils' abilities are not carried out in the subject.

## **GEOGRAPHY**

117. Because of the pattern of topics for this term, only one lesson was seen and none in Key Stage 1. Evidence from observation however is supplemented by that from the scrutiny of written work and documentation and discussions with pupils and teachers. The evidence shows pupils making just satisfactory progress in both key stages.

118. Pupils towards the end of Key Stage 1 are able to identify features of the local area, for example shops, houses, the church and the pond. They are aware of some differences between countries, for example climatic differences, with their knowledge coming from both classroom work and their own holidays. They make less progress in understanding the seasons in this country or in understanding plans or maps. Their use of geographical language is however limited.

119. At the end of Key Stage 2 pupils were able locate and identify countries and cities on a UK map and countries, continents and oceans on a map of the world. They can explain how to record the weather and how data can be recorded on the computer. They can identify some key changes to the local area, for example new housing and pollution, and express views on these changes, giving reasons for their views. They can identify the features of some major rivers in the world and climatic differences, for example between polar regions and rainforest. They have knowledge and understanding of areas which contrast with this country, including Egypt, although they are not aware of all the aspects in which similarities and differences can be identified. They understand the use of simple co-ordinates and how to express them. They find it difficult to distinguish their geographical studies from other topic work and again their use of geographical terms and concepts is limited.

120. The subject is taught within the framework of topics and careful planning is required to ensure adequate coverage of skills and knowledge and that they build from year to year. Although there is a clear Scheme of Work for the subject, which has been reviewed by staff in the light of the latest curriculum guidance, some content, for example on cold countries, seems to be repeated without clear development.

121. In the lesson seen, most aspects of teaching were satisfactory except for the level of challenge in the content and the tasks. Evidence from scrutiny of work also suggests that in some classes written work is focused on copying text rather than independent writing and investigation.

122. The co-ordinator has only very recently been appointed. She has however helpfully consulted staff and produced a retrospective report on how the curriculum worked last year and on any resource problems. She monitors teachers' planning and their evaluations and has written an action plan. It is intended to review the curriculum in the light of forthcoming national guidance. The resources for the subject include books, maps and photographs and a residential experience in Year 6, which has an outdoor pursuits focus, but also provides opportunities for mapping work.

## **HISTORY**

123. A limited number of lessons were seen and only one in Key Stage 1. Evidence from the scrutiny of work and other documentation and from discussions with teachers and pupils has supplemented the observation of lessons. The evidence is that pupils in Key Stage 1 make just satisfactory progress. In Key Stage 2 progress is also satisfactory and, towards the end of the Key Stage, good.

124. At the end of Key Stage 2 pupils have a sound knowledge and understanding of different historical periods and how information on the past can be gathered, interpreted and used, for example in their work on Victorian census data.

125. At the end of Key Stage 1 pupils know days of the week and months, know some of ways in which old and new dolls might be identified and can tell something of the story of Guy Fawkes. They know that they have a time-line in the classroom but find it difficult to explain its purpose. A minority can however identify in broad terms the time difference between Neil Armstrong and the Gunpowder Plot. At the end of Key Stage 2 pupils can identify the primary and secondary sources they have used to explore different aspects of Victorian life, including books, maps, photographs, census data and the Internet. They can suggest aspects of change which have taken place in the local area, for example transport, and pick out features from photographs which illustrate them. They are starting to use information technology to record and interrogate census data. They show knowledge and understanding of other historical periods and events, including the Ancient Greeks, World War 2 and Henry V111.

126. Pupils respond positively to the subject. They enjoy the opportunity to work with other pupils and respond to the challenge of independent research, staying on task even when unsupervised. They are mostly keen to participate in lessons, for example in answering questions, and are proud of their knowledge.

127. The time allocation for the subject has been maintained and it has a clear profile within the curriculum. There is a scheme of work which has been modified as a result of recent discussion but not fundamentally changed. The co-ordinator has only recently been appointed and has not yet had a chance to influence the development of the subject or to participate in any training. She is however monitoring planning and half-termly evaluations, has an action plan for the future which includes writing a half-yearly report. Resources for the subject include books and artefacts some of which belong to the school and others which are on loan from the LEA Education Resource Service. Pupils use CD-ROMs and the Internet to research and other software to manage data. They visit Eden Camp in relation to work on World War 2 and use local resources in work on the Victorians.

## **INFORMATION TECHNOLOGY**

128. Attainment at the end of both key stages is above the national expectation. The great majority of pupils, including those with special educational needs, make good progress in building on their prior knowledge, skills and understanding.

129. At Key Stage 1, pupils make good use of technological equipment including computers to carry out a variety of functions. When word processing, pupils demonstrate good keyboard skills correcting mistakes and making amendments. For example, they enter text, change the font size and use the space bar, shift and delete keys. Pupils save their work, often without help and they print their work with help from teachers. They communicate ideas effectively through creating pictures, using the pencil, paintbrush and fill functions of a paint program. Pupils often show good skills in handling information such as when displaying information in the form of graphs. Pupils have a sound knowledge and understanding of control technology, giving instructions to a floor robot.

130. At Key Stage 2, pupils continue to build well on their skills and by the age of 11, they use a wide range of hardware and software with good levels of confidence and skill. They use word processing well to record their work and carry out various projects. They utilise a range of other skills to produce interesting accounts and stories. For example, when pupils work on the 'Millennium Stories' they scan pictures into their text and then edit, resize and tidy up the picture. Pupils' use of information technology to organise, refine and present information in different forms and styles for specific purposes and audiences is good. They make appropriate changes in style, content and size. During the extra-curricular computer club, pupils create a multi-media presentation that combines text and pictures which have been taken by pupils using a digital camera. When using databases, pupils search out information using more than one field. Pupils use information technology systems effectively to sense physical data through the use of sound sensors. Pupils use information technology very effectively to support their learning in other subjects such as history and science. For example, in science, pupils search Internet sites for information about teeth.

131. The significant majority of pupils, including those with special educational needs, make good progress in developing and understanding the impact of information technology and their use of it. Pupils increasingly build upon their prior knowledge, skills and understanding of information technology including their use of computers. The youngest children in the Early Years Unit develop well their skills in using the keyboard and mouse. They use information technology well to help them develop reading skills through listening to stories. They become increasingly aware of the versatility of computers by using a variety of different programs. Year 1 pupils change the size of their paintbrush when creating pictures and they develop, increasingly their word processing skills such as using the space and caps lock keys as they write the story of Goldilocks. Throughout Key Stage 2, pupils continue to develop their skills. By Year 5 pupils use many aspects of information technology well. For example, when they use desktop publishing, they place text in boxes and columns, and change the size, style and colour of the print.

132. Pupils' response to information technology is very good. They enjoy using computers and other forms of technological equipment and they show a mature approach to their work. Computers and other equipment are treated with good levels of care and respect. When working in pairs and small groups, pupils do so sensibly and co-operatively. Their enthusiasm for learning information technology skills and then applying this as they use the equipment as a tool for specific purposes, is amply demonstrated by the very large number of Year 6 pupils who attend the computer club.

133. The quality of teaching is good in both key stages. Teachers plan carefully for pupils to develop new skills, practise previously learned skills, and use their knowledge and skills to support learning in other subjects. During the inspection, pupils made much use of computers. In all cases, they were given clear instructions and good levels of support whilst being given good opportunities to develop independence. Lessons are well organised to ensure that there are good opportunities for pupils

to make efficient and effective use of computers and other equipment. Through using computers for administrative and other tasks, teachers are good role models. It became increasingly clear during the inspection that the teachers have a strong commitment to the development and use of information technology. They have a positive approach to developing the curriculum and this has a significant impact on pupils' attainment and progress.

134. The curriculum for information technology is broad and balanced and covers all areas of the National Curriculum. In addition to meeting statutory requirements, the curriculum offers many wider opportunities for pupils to develop a good range of skills. The curriculum planning and assessment procedures are very good. The curriculum for pupils in Year 6 is enriched to a great extent by extra-curricular activities. Management of the subject has been very good and the deputy head teacher now co-ordinates the subject with enthusiasm and commitment to match the high standards which the previous coordinator set. Resources for information technology are good. The school has a reasonable number of appropriate computers and other equipment. These resources are used very well.

## **MUSIC**

135. Overall standards of attainment in music are in line with expectations at the end of both key stages and in lessons generally, but are above average and higher in instrumental and singing groups. The quality of pupils' singing across the school is good and sometimes impressive, particularly in assemblies. By the end of Key Stage 2 they can sing songs with two and more parts and pay attention to musical elements to achieve high quality outcomes. Pupils in Years 5 and 6 were able to sing in two parts, adding ostinato accompaniment using tuned percussion and with some pentatonic improvisation. Pupils across the school respond to music from a range of styles and composers and older pupils have a clear view of their own skills and areas for improvement.

136. Music has continued to develop and improve as a subject since the last inspection and makes a significant contribution to the ethos of the school and pupils spiritual, social and cultural development. Pupils thoroughly enjoy singing, playing instruments and listening to music and this is reflected in the consistently high standards of behaviour both in lessons and in corporate contexts such as assemblies.

137. The quality of teaching is mostly satisfactory in Key Stage 1 and is very good and sometimes excellent in Key Stage 2, where the coordinator's subject expertise is well used to raise standards in all year groups and ensure very good progress. There are high expectations in lessons and particularly high levels of challenge for members of the choir, instrumental groups and individuals. The lunchtime recorder groups, choir and orchestra are popular and the different levels of skills demanded allow access for pupils of varying abilities.

138. Music has a high status within the curriculum and its contribution to school life is recognised by the management of the school. There is an appropriate level of investment and resources are of good quality. The subject coordinator offers strong and expert leadership and has an accurate overview of standards, quality and necessary developments.

## **PHYSICAL EDUCATION**

139. One lesson in each year group was observed during the inspection. Most of these lessons were gymnastics, and so there is clear evidence of both standards and progress in this aspect of physical education at both key stages. Insufficient dance or games skills lessons were seen in order to make judgements on standards in those aspects. One swimming lesson was observed; evidence from pupils' awards in swimming also contribute to a judgement on swimming standards.

140. By the end of Key Stage 1, pupils achieve average levels in gymnastics. They discuss ways to move using pushing and pulling movements and demonstrate these competently both on the floor and using a range of apparatus. They identify the parts of the body involved in each movement. Pupils handle apparatus sensibly and use it carefully. They show a good awareness of each other and the space others need, and take turns well.

141. By the end of Key Stage 2, pupils achieve above average levels in gymnastics. They move in imaginative and creative ways both on the floor and using a range of apparatus, incorporating different aspects such as balancing movements and change in speed of actions well. They get apparatus out smoothly and efficiently, deciding where to place particular equipment and working safely. Pupils practice, refine and improve their actions, and comment thoughtfully on their own and others performance. Standards in swimming are above those expected nationally by the time they leave the school, with many able to swim well beyond the expected length and to do a variety of strokes.

142. The high standard of swimming has been maintained since the last inspection. There has been a good level of improvement in gymnastics which was judged to have low attainment and unsatisfactory progress, and is now above average. A key issue for the school in the last inspection was to develop a scheme of work and provide staff training to support teachers. There is now a detailed and useful scheme of work which develops the different aspects of physical education well as pupils move through the school and contributes to the higher standards seen.

143. Overall the quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2, though there is particularly good teaching at the beginning of Key Stage 1 and the middle of Key Stage 2. One unsatisfactory lesson was seen at the beginning of Key Stage 2, where insecure behaviour management led to pupils being inactive for too long with little opportunity for learning and this resulted in unsatisfactory progress. The very good teaching is characterised by firm control and good relationships with the pupils so that they listen carefully and behave impeccably. Effective instruction, regular demonstration and a very good use of praise keep all pupils interested, motivated and working hard to improve. Lessons are structured and organised to support both high levels of vigorous exercise and reflection so that by the end all pupils are clear how to improve their performance through appraisal by the teacher and their peers. Generally support staff give good support to pupils with special educational needs, enabling them to participate fully in the activities. Sometimes, however, pupils with special educational needs are withdrawn to be given extra support in literacy and so miss their physical education lessons. Swimming lessons are very well planned and organised, with a good pace so that pupils are active for a significant length of time. They react positively to the challenging demands on them by staff and try hard resulting in a good level of learning.

144. The curriculum is broad and well balanced between the different aspects. There are good opportunities to work with partners and in small groups and this develops pupils' social skills well. There are satisfactory extra-curricular opportunities, with a weekly sports club currently in netball and gymnastics for pupils at Key Stage 2. These enrich the physical education curriculum for those participating, though the numbers are relatively low, particularly of boys, especially since football is no longer offered as an extra-curricular activity. Friendly matches are played against other schools in netball.

145. The co-ordinator is enthusiastic and effective in leading and developing the subject and raising standards. All teachers have been observed teaching gymnastics last year and the co-ordinator also monitors teachers' planning. In addition, the local authority advisory teacher has monitored teaching and provided feedback to help teachers to improve, and is working with Year 5 pupils weekly this term in gymnastics.