

# INSPECTION REPORT

**ERNESFORD GRANGE PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103658

Headteacher: Mr S. Parker

Reporting inspector: Mrs S. M. Barnes  
16249

Dates of inspection: 14<sup>th</sup> - 17<sup>th</sup> January 2002

Inspection number: 194227  
Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	mixed
School address:	Foxton Road, Coventry.
Postcode:	CV3 2HN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Adams
Date of previous inspection:	06/05/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16249	Mrs S. M. Barnes	Registered inspector	Design and technology	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What the school should do to improve further.
9056	Mrs V. Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31334	Mrs B. Atcheson	Team inspector	Religious education, Education of children in the foundation stage	Provision for the spiritual, moral social and cultural development of pupils.
31801	Mrs Y. Bacchetta	Team inspector	Information and communication technology, science	Special educational needs.
31996	Mrs G. Phillips	Team inspector	English, music	How high are standards? Pupils' attitudes, values and personal development.
22704	Mr G. Williams	Team inspector	Geography, history, physical education.	
22398	Mrs L. Wright	Team inspector	Mathematics, art and design	English as an additional language. How good are curricular and other opportunities? Equal Opportunities.

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average primary school, with 338 boys and girls on roll, aged between three and eleven. The school is situated on the eastern side of Coventry and provides opportunities for 36 nursery children to attend part-time. This is a change since the previous inspection, when children started school in the reception classes. The proportion of pupils eligible for free school meals is below average at just under ten per cent. There is a higher than average proportion of pupils with English as an additional language, at nearly five per cent. The number of pupils with special educational needs is less than found nationally, at just over fifteen per cent and there are also fewer pupils with statements of their need at less than one per cent. As was noted at the time of the previous inspection, pupils come, in the main, from homes around the school and attainment on entry is broadly average overall. However, there are fluctuations in the numbers in each year group and also in the proportions of pupils in each cohort who are higher attaining or with special educational needs. The current Year 3, for example, has just over half the number of pupils of the current Year 6.

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

The school provides a sound education for pupils of all levels of attainment and from all groups. The leadership and management are sound and, as a result, the teaching and learning throughout the school are satisfactory overall. The school places appropriately high emphasis on the personal and social development of pupils. Relationships throughout the school are very good and the resulting pleasant atmosphere has a positive impact on pupils' learning and their response to lessons and extra curricular activities. This is due in the main to the provision for their spiritual, moral, social and cultural development, which is good. The school provides satisfactory value for money.

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

- Standards in English at Key Stage 2 are above average. Due to the effective implementation of the literacy strategy and good teaching of knowledge of language, pupils of all levels of prior attainment make good progress in their learning and achieve well.
- There is good provision for pupils' personal, social and health education and good management of pupils' behaviour. As a consequence pupils have very good attitudes, are very well behaved and form very good relationships with all members of the school community.
- Accommodation is improved and is now very good. Good provision for children in reception classes and the nursery ensures they have a sound start to their education.
- Provision for pupils' moral, social and cultural development is good. Pupils interact well and are considerate of each other's needs at all times.
- Provision for pupils with special educational needs is good and they make steady, satisfactory progress towards their learning targets. Pupils of all levels of ability are effectively integrated into school life.
- Parents have positive views of the school, they are provided with good levels of information, links between home and school are good and as a result work done at home makes a good contribution to the progress pupils make.

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

- Standards in the aspects of control, data-logging and use of e-mail in information and communication technology.
- Skills in design and evaluation in design and technology.
- Assessment and tracking of the progress of pupils in non-core subjects and science.
- Co-ordinators' roles to include monitoring of standards attained and teaching and learning in their subjects.

*The areas for improvement will form the basis of the governors' action plan. The school has already identified assessment and the development of information and communication technology as areas for improvement in the school development plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been a satisfactory level of improvement since the school was last inspected in 1997. Good progress has been made in raising standards in writing. Planning now takes appropriate account of

pupils' prior attainment, however, in some non-core subjects there are still no efficient, whole-school record keeping and tracking systems, which would make this even more specific to individual pupils' needs. The school development plan appropriately identifies areas for improving academic achievement. Success criteria and financial implications are given suitable consideration. The senior management team has been strengthened and members are suitably involved in strategic planning. Appraisal has been fully implemented. The role of curriculum co-ordinators has been developed and sound schemes of work have been put in place for all subjects. However, co-ordinators are not yet fully involved in the tracking of pupil progress, or the monitoring of teaching and learning in their subject across the whole school. The co-ordination and teaching of English as an additional language is now managed efficiently. Teaching time has been increased at Key Stage 2 in line with national recommendations. In addition, there has been improvement in the curriculum for science, which now places suitable emphasis on investigative and experimental work. Standards in physical education have also been raised. The provision for developing pupils' cultural awareness has been improved and is now good. Pupils' attitudes to their work are now very good. However, despite improvements to the curriculum for information and communication technology, standards in all aspects of the subject have not kept pace with the national expectations. Standards in some aspects of design and technology are unsatisfactory.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	A	A
mathematics	D	C	C	C
Science	C	B	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' attainment on entry to the school is average. Children make sound progress in the nursery and reception classes and their attainment is in line with the early learning goals in all areas of the curriculum by the time they enter Year 1. The school has had a specific focus on raising standards in literacy and this has been effective throughout all year groups. Results in national tests at Key Stage 1 in the last few years indicate that standards are average overall in reading and well above average in writing, both when compared to national results and also results in similar schools. The performance of both boys and girls exceeded the national average, although as a result of positive targeting of boys, they achieved a higher average than girls. Pupils make satisfactory progress, so that by the end of Key Stage 1, they achieve average standards overall. They attain good standards in speaking and listening and satisfactory standards, overall, in reading and writing. By the end of Key Stage 2, pupils' overall attainment in English is good. They make good progress, especially in writing, as a result of the good teaching particularly towards the end of the key stage. Trends over time are upwards and above the national trend. In the last year's tests the school exceeded the targets set for English and ninety per cent of the pupils attained at least the expected level 4. The results of the tests indicated that standards were well above average when compared both to national results and results in similar schools based on eligibility for free school meals.

In mathematics, the national test results for 2001 show that pupils in Year 2 and Year 6 achieved results in line with the national average overall and were also average when compared with similar schools. This is similar to the findings of the previous inspection and current inspection findings indicate that this has remained the same. At Key Stage 1 most pupils attain level 2 with a small proportion working at the higher levels. The majority of Year 6 attain the expected level, but the proportion of pupils working at the higher level is lower than in previous years. This is due, in the main, to fluctuations between cohorts and can be tracked back in school monitoring sheets. There are a significant number of pupils working at the lower end of the expected level. The school slightly exceeded its target for results with seventy seven per cent of pupils attaining at least the expected level 4.

Standards in science in the national tests at the end of Year 6 were average overall in 2001, which is similar to the previous inspection judgements. Standards of work in science seen during the inspection are currently average at the end of Year 2 and Year 6. Pupils' enquiry skills are currently used well and

this is an improvement. In both key stages, however, pupils make insufficient use of the computer to enter data from investigations and of data handling programs to look for patterns.

At the end of both key stages, pupils' attainment is at expected levels in all other subjects except for information and communication technology and design and technology where standards are below those expected in some aspects, and in physical education where standards attained are above those expected for pupils of seven and eleven. The difference in standards in these subjects is directly attributable to the confidence and knowledge of the teachers in teaching the subjects and the availability of relevant software and equipment and opportunities to use it on a regular basis. Pupils with English as an additional language make similar progress to their peers, and, overall, their progress is satisfactory. Pupils with special educational needs make sound progress towards their learning targets.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to school are very good and this has a positive effect on their learning and the standards they attain.
Behaviour, in and out of classrooms	Behaviour is very good and a strength of the school. This is similar to the previous inspection. Pupils are well behaved in lessons and as they move about the school.
Personal development and relationships	The quality of relationships throughout the school is also very good and has a positive impact on pupils' personal development.
Attendance	Good. Levels of attendance are good, unauthorised absences are rare. Punctuality in coming to school and to lessons is good.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	satisfactory	satisfactory	satisfactory

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

From scrutiny of work and observations of lessons, the quality of teaching is sound overall throughout the school and leads to pupils of all levels of prior attainment and from all groups making satisfactory progress in their learning. Virtually all of the teaching observed was at least satisfactory and much good teaching was observed. There has been an improvement in teaching since the previous inspection, which judged a tenth of the teaching observed to be unsatisfactory. Teaching in the nursery and reception classes is satisfactory overall. Suitable consideration is given to the Early Learning Goals for young children. Teaching at both key stages is satisfactory overall and pupils make sound progress as a result. The teaching of literacy is satisfactory at Key Stage 1 and good at Key Stage 2 and pupils make sound progress throughout Year 1 and 2 and good progress in Years 3 to 6 as a result. Teaching of numeracy is satisfactory throughout the school and pupils make satisfactory gains in their learning and achieve appropriate standards as a result. Teaching and learning is good in physical education throughout the school. There is a high level of teacher knowledge and confidence in the subject and this has a positive impact on standards pupils attain. Teaching and learning in Year 5 is nearly always at least good and pupils make good progress as a result. There is some lack of confidence and expertise in the teaching of information and communication technology and design and technology and as a consequence pupils do not make the progress they should in all aspects of these subjects. Teaching of pupils with special educational needs and those with English as an additional language is satisfactory and pupils make satisfactory gains in their learning.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Overall, the school provides a satisfactorily broad, balanced and relevant education for its pupils, which is similar to the findings of the previous inspection. However, some aspects of the curriculum for design and technology are underdeveloped and some statutory aspects of the new

	curriculum for information and communication technology are not yet in place. A satisfactory range of activities outside lessons is well organised and makes a good contribution to the social development of the many pupils who attend them.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good overall and enables them to make steady, satisfactory progress towards their learning targets.
Provision for pupils with English as an additional language	Satisfactory. School provision for pupils with English as an additional language (EAL) is still in its early stages and its development is both sensible and pragmatic.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good overall provision through the curriculum and general life of the school for pupils' spiritual, moral, social and cultural development. The provision for cultural development has improved since the previous inspection.
How well the school cares for its pupils	The quality of pastoral care provided for all pupils is very good and a clear strength. Monitoring of attendance and behaviour is very good. Effective arrangements are in place to handle child protection issues. However while systems to record attainment and monitor progress are well developed and used effectively for English and mathematics, there are no whole school systems for science and the non core subjects.

Parents are supportive of the school. There are effective links with parents, who are provided with good information about their children's progress. This enables them to make a positive contribution to their children's learning through homework and in school.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership and management by the head teacher and key staff is satisfactory and has led to a satisfactory level of improvement since the previous inspection.
How well the governors fulfil their responsibilities	Governors fulfil their roles appropriately. They have a good knowledge of the strengths of the school and are suitably involved in development planning. The principles of best value are appropriately applied.
The school's evaluation of its performance	The school's evaluation of its performance is sound. Appropriate targets for raising standards have been set.
The strategic use of resources	The accommodation is very good and there has been considerable improvement since the previous inspection in the provision for pupils in Key Stage 1. The quality, quantity, range and use of resources are satisfactory overall.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Parents like the fact that their children like school.</li> <li>• They feel that the teaching is good and the school expects pupils to work hard.</li> <li>• Staff are approachable.</li> <li>• The school helps pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents do not think the school provides the right amount of homework for all pupils.</li> <li>• They do not think that there is a wide enough range of extra curricular activities.</li> </ul>

The inspection team agrees that pupils enjoy school. Teachers are approachable and the teaching is sound. Expectations of pupils are appropriately high. The provision for personal and social development

is a strength and contributes effectively to helping pupils become mature and responsible. The school provides a satisfactory range of extra curricular activities and the provision of homework is good.

## **PART B: COMMENTARY**

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

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

1. A school achievement award was given to the school in 2000/1 as a result of the significant improvement in standards of attainment in national tests. Parents have overall positive views of the school and the standards pupils attain, which they expressed both in the meeting and in questionnaire responses.
2. Pupils' attainment on entry to the school is average, as was noted at the time of the previous inspection. However, there are fluctuations in the numbers in each year group and also in the proportions of pupils in each cohort who are higher attaining or with special educational needs. Children make sound progress in the nursery and reception classes and by the time they enter Year 1, their attainment is in line with the early learning goals in all areas of the curriculum. Children are admitted to the nursery in the year in which they are four. A good induction programme enables parents and children and staff to get to know each other well and children know what they can expect when they get to school. Children join in activities happily, as a result of the support and confidence gained from the staff in the nursery and reception class. Most children transfer to the main school.
3. A key issue of the previous inspection was to raise standards in writing by providing more opportunities for continuous writing, with careful attention given to handwriting and spelling across the curriculum. Results in national tests at Key Stage 1 in the last few years indicate that standards are average overall in reading and well above average in writing, both when compared to national results and also results in similar schools. The performance of both boys and girls exceeded the national average. Inspection evidence agrees that standards of attainment in English have improved since the previous inspection. Pupils make satisfactory progress, so that by the end of Key Stage 1, pupils achieve average standards, overall. They attain good standards in speaking and listening and satisfactory standards overall in reading and writing. The improvement in writing has been influenced by the secure teaching of the basic skills in phonics, spelling and handwriting.
4. By the end of Key Stage 2, pupils' overall attainment in English is good. They make good progress, especially in writing, as a result of the good and often very good teaching particularly towards the end of the key stage. Pupils with special educational needs make similar progress to other pupils and are well supported. Trends over time are upwards and above the national. These findings confirm the improvement made since 1997. In the last year's tests the school exceeded the targets set for English and ninety per cent of the pupils attained at least the expected level 4. The results of the tests indicated that standards were above average when compared both to national results and results in similar schools based on eligibility for free school meals. Boys and girls both exceeded the national results, although as a result of positive targeting of boys, they achieved a higher average than girls. The school has had a specific focus on raising standards in literacy and this has been effective throughout all year groups.
5. In mathematics, the national test results for 2001 show that pupils in Year 2 and Year 6 achieved results in line with the national average overall and also when compared with similar schools. A high proportion of pupils in Year 2 achieved above national expectations. Inspection evidence indicates that by the end of Year 2, most pupils attain the expected level 2 with a smaller number working at the higher level 3. The majority of pupils in Year 6 attain at the expected level, but the proportion of pupils working at a higher level than expected nationally is currently lower than in previous years. This is due in the main to fluctuations between cohorts and can be tracked back in school monitoring sheets. There are a significant number of pupils working at the lower end of the expected level. The previous inspection judged that attainment matched expectations at both key stages and although there are some improvements, the picture remains broadly similar. The school slightly exceeded its target for results in 2001, with seventy seven per cent of pupils attaining at least the expected level 4.

6. Standards in science in the national tests at the end of Year 6 were average, overall, in 2001. Standards of work in science seen during the inspection are currently average at the end of Year 2 and Year 6. Standards are similar to those observed during the previous inspection, four years ago. Pupils now use scientific enquiry skills well to develop their knowledge and understanding of facts, which represents a good level of school improvement since the previous inspection. In both key stages, however, pupils make insufficient use of the computer to enter data from investigations and of data handling programs to look for patterns. Skills in measuring change in materials and forces, and in Key Stage 2 for sensing physical change are insufficiently well developed. This is due to lack of resources in the past and teacher confidence to teach these new areas of the curriculum.
7. At the end of both key stages, pupils' attainment is at expected levels in all other subjects, except for information and communication technology and design and technology where standards are below those expected in some aspects, and in physical education where standards attained are above those expected for pupils of seven and eleven. The difference in standards in these subjects is directly attributable to the confidence and knowledge of the teachers in teaching the subjects and the availability of relevant software and opportunities to use it on a regular basis.
8. Pupils with English as an additional language make similar progress to their peers, and, overall, their progress is satisfactory. Pupils with special educational needs make sound progress towards their learning targets. Higher attaining pupils make satisfactory progress overall and this represents an improvement since the previous inspection which judged that their needs were not always sufficiently considered when planning work.

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

9. Pupils' attitudes and behaviour are very good and a strength of the school. Parents agree that this is a particular strength of the school. The quality of relationships throughout the school is also very good and has a positive impact in pupils' personal development. This is similar to the previous inspection.
10. Boys and girls have very positive attitudes to their work and are enthusiastic about school, they are keen to achieve well in all aspects of school life. They are interested and show good involvement in lessons, which supports their learning and progress. For example, the youngest children, in both the nursery and reception classes, show confidence and enjoyment in a range of learning situations including times when they are outside. Pupils of all levels of attainment, throughout the school listen carefully to their teachers and other adults and have suitable confidence in answering questions and talking about their work. This was evident when sharing books with children and also in physical education lessons where they are able to evaluate their own performance and that of others in a positive way. Pupils work unsupervised for developing lengths of time, but do not always have sufficient time to complete their tasks. They co-operate well within groups and generally come to a decision that reflects the feelings of the entire group, such as the group of Year 5 pupils who devised a short re-telling of a traditional fable.
11. The quality of relationships in the school is very good, and is reflected in the warm, caring and welcoming ethos. All of the staff are good role models in being helpful, patient and polite and pupils respond in like manner. Behaviour is at least good and often very good in lessons and when pupils move around the school. Girls and boys play well together during lunch and break times. They are kind to one another and have well-developed social skills. Lunch times are calm, pleasant occasions where pupils chat happily together and take responsibility for clearing away; they show respect for all of the lunchtime staff who care for them. Pupils' response to the school's system for rewards is very good and they are keen to gain awards and approval from teachers and their peers. Pupils with special educational needs are as positive in their attitudes, behaviour and response to learning as other pupils; they enjoy school and are fully integrated into the life and work of the school. Parents are pleased with the very good standards of behaviour at the school. There is virtually no incidence of bullying, no racial discord and only one exclusion during the past four years.

12. Pupils enjoy an increasing range of tasks and responsibilities as they progress through the school, such as answering the telephone during lunchtimes and preparing the equipment for acts of collective worship. They are becoming confident in sharing their talents in assemblies; pupils inform others about their achievements in activities outside school and show medals and cups gained in pursuit of their hobbies. Acts of collective worship provide pupils with good opportunities to reflect on the impact of their actions on others. Their empathy in discussions shows that they are aware that other pupils' feelings are valid even when different from their own. Pupils raise monies for charities and have suitable awareness and interest in their community. The school is enabling all pupils to build good levels of self-confidence and independence; they are reliable and trustworthy but there are fewer opportunities for them to show more initiative through representation on a "school council", for example. Pupils are supportive of those who have special educational needs and appreciate their efforts, including those with less well-developed social skills. The extra-curricular activities provided by the school also contribute well to pupils' social and personal development.
13. Care is taken to ensure that all groups of pupils, including those who experience problems with forming social relationships, are included in all aspects of school life. Adventurous outdoor activities, undertaken as part of the Year 6 residential visit to Wales, encourage pupils to work in different social groups in exciting and challenging situations. This helps to develop the pupils' enthusiasm for school and their increased confidence and enjoyment in involvement in school activities.
14. Levels of attendance are good; unauthorised absence is rare. Parents are aware of the need to inform school of absences and do so. Absences are mainly due to illness, with some holidays taken within term time. The high levels of attendance have a positive impact on learning and attainment. Punctuality in arriving at school is good and lessons start on time. A clear work ethos prevails that is valued by both parents and pupils.

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

15. The quality of teaching is sound, overall, throughout the school and leads to pupils of all levels of prior attainment and from all groups making satisfactory progress in their learning. This is an improved picture to that at the previous inspection, when a tenth of the lessons observed at that time were judged to be unsatisfactory.
16. The teaching of children in the nursery and reception classes is virtually always at least satisfactory and during the week of inspection a significant proportion of the teaching was good and on occasion very good teaching took place in the reception classes. Teachers plan work well for the children in line with the stepping-stones for education in the early years and children of all levels of prior attainment are suitably challenged and supported. They apply themselves to the tasks set with interest and make steady, sound progress in their learning as a result.
17. Teaching at Key Stage 1 and 2 is sound overall, and during the week of inspection all of the teaching observed was at least satisfactory and much good teaching was observed. On occasion the teaching was very good. Teaching is best in Year 5, it is almost always at least good and on occasion it was very good and even excellent and leads to pupils making significant progress in their learning. In the excellent lessons in literacy and numeracy, the planning was clear and outlined a very good range of activities to be covered. Relationships were very good and this enabled pupils to have the confidence to share their thoughts in a whole class situation and so benefit fully from the teaching. In the work on positive and negative numbers the teacher's confidence and enthusiasm inspired the pupils to apply themselves fully and to meet the challenges of the lesson with confidence. The teacher conducted the lesson at a brisk pace and her knowledge of the prior attainment of each pupil allowed her to question them at a level where they could all contribute effectively to the lesson. In the literacy lesson, investigating different versions of the same story her knowledge and enthusiasm for the subject again inspired the pupils and they applied themselves to the lesson with very good levels of concentration and

effort. The lesson was totally inclusive of all pupils and provided a very good role model of reading with intonation and inflection. As a result all pupils make excellent progress in their understanding of different perspectives to an event.

18. Throughout the school the teaching of literacy is a strength. It is satisfactory at Key Stage 1 and good at Key Stage 2, overall. Teachers are confident and have a good knowledge of the literacy strategy. They plan lessons well to take account of the prior attainment of the pupils and lessons are generally interesting and proceed with good pace as a result. As a result pupils make steady, sound progress in developing literacy skills at Key Stage 1 and good progress at Key Stage 2. The focus recently placed on the teaching and learning in literacy in recent years has had a direct positive impact on the progress pupils make in their learning and the standards they achieve. Teachers throughout the school are also confident in the teaching of physical education. Lessons are well planned and pupils at both key stages make good progress in learning all aspects of the subject. The teaching of numeracy skills is sound overall, and pupils of all levels of prior attainment make steady satisfactory progress in their learning as a result.
19. Teachers' daily lesson plans take good account of the learning needs of all groups of pupils. Pupils respond by applying themselves to lessons with good levels of intellectual and creative effort. Teachers are vigilant in involving all pupils in question and answer sessions and pitch their questions at the correct level to check each pupil's understanding of what they have been taught. Although teaching takes adequate account of the learning needs of higher attaining pupils, which is an improvement since the previous inspection, most teachers' expectations of these pupils could be still higher. The challenge in lessons could be even greater so that their learning progresses at a faster rate. Management of pupils is good throughout the school. Teachers allow few distractions and, as a result, pupils apply themselves to their lessons with interest and concentration. Teachers throughout the school make good use of homework and this has a positive effect on the standards pupils attain.
20. Teachers' knowledge and understanding of the subjects of the National Curriculum is satisfactory overall, and for some subjects, such as literacy and physical education, it is good. However, there is a significant lack of confidence in the teaching of information and communication technology and design and technology by some teachers. This has resulted in only some aspects of these subjects being taught effectively in some classes and pupils not making satisfactory progress overall as a result. The school has identified this weakness and has already put into place a training programme for information and communication technology. Further training in teaching design and technology is planned for the near future. Some teachers also feel less than confident teaching some aspects of art and design.
21. The teaching of pupils with English as an additional language (EAL) is satisfactory, overall, and pupils make steady, satisfactory progress in their learning as a result. The classroom assistant to support pupils makes careful analyses of the English language development needs of the youngest pupils, in the nursery and reception classes, and identifies specific ways to extend their vocabulary to help them meet the demands of the curriculum.
22. The EAL co-ordinator and assistant work together closely to support the learning of pupils with home languages other than English. Teaching focuses appropriately on identified individual needs for children in their first year in school and at transfer from the infants to the juniors in Year 3. Through conversations and reading activities the EAL assistant helps the pupils use correct gender words and tenses, for example, so that their speaking and listening and writing skills improve. She works effectively alongside pupils in class group work so that they stay in a known social setting, learning alongside their peers.
23. Teachers and teaching assistants who work on a daily basis with pupils with special educational needs collaborate effectively in devising strategies that take into consideration pupils' specific interests which improves their desire to communicate orally to develop their speaking and listening skills. Pupils with statements of their needs receive good support from trained staff who follow the details included in statements. All pupils with special learning needs receive a very

good level of support to improve their literacy skills but arrangements for this support does not effectively ensure that they are all fully included in all activities and foundation subject lessons.

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

24. The school provides a satisfactorily broad, balanced and relevant education for its pupils overall, a situation similar to that found at the previous inspection but there have been some improvements. Time allocated to the teaching of English has been increased and given a high priority, and this has contributed to raising standards in English at Key Stage 2. Specific time allocations are now given to information and communication technology, so that the school is working to keep up with the increased demands of the information and communication technology curriculum. Teaching time for Key Stage 2 has been extended so that it now matches the recommended minimum. However, although curriculum plans for design and technology are well thought out, and there are specific links with literacy, numeracy and information and communication technology, it was not taught in some classes last term, contrary to these plans. Although theoretical time allocation to each subject is suitably balanced, in practice this is not so. More time is spent on teaching geography than history, and less than the recommended time is spent on teaching religious education. Although standards in these subjects match expectations, this prevents the attainment of higher standards. The teaching scheme for music does not support non-specialist teachers sufficiently and lacks the coherence to promote good pupil progress. Although the curriculum for information and communication technology is planned appropriately to cover most of the required skills, some aspects are missing and so the curriculum does not fully meet statutory requirements. Contexts for developing aspects such as data logging within other subjects, such as science, are not firmly enough established.
25. In the nursery and reception classes, the carefully planned and organised curriculum is taught in a lively and interesting way. It provides the children with relevant and rich opportunities for learning, and is structured creatively to enable all children to make progression in all the required areas of learning. There is good provision of the full range of activities for young children.
26. The school has recently revised its curriculum plans for the infant and junior classes to take account of new national requirements. The school's strategies for teaching literacy skills are good. For numeracy they are satisfactory. Teachers group pupils in the junior classes in sets according to their capabilities in English and mathematics. This ensures that the particular learning needs of all pupils are catered for. As a result, teaching and extra support are more closely directed at individual pupils and groups. The pupils' speaking and listening skills are promoted well across the curriculum and their writing skills are extended successfully in English. Pupils' numeracy skills are developed satisfactorily in other subjects such as information and communication technology and science. Numeracy sessions extend significantly beyond that required to meet national guidelines and consequently the pace of teaching in some classes is slower and teachers' expectations less demanding than required to promote even higher standards.
27. New teaching schemes, based on the school's own and national guidance, are based on objectives for learning. This enables teachers in each year group to plan work together, so that the pupils receive a similar curriculum. Termly and yearly teaching plans allow for flexibility in the teaching so that lessons can be suited to all pupils, as the need arises. Curriculum plans in the infants take careful account of the learning needs of pupils in the mixed age class, so that lessons are similar in content to those for pupils in the Year 1 and Year 2 classes and are suited to the ages of the different groups. Teachers in each year group plan lessons together so that all pupils have the same opportunities for learning. In science the investigative element is planned well to develop the pupils' knowledge and understanding. Visits in the locality are planned and used effectively in history and geography. The curriculum for physical education is of good quality and covers all of the aspects of the subject in suitable depth. Outdoor pursuits and team building are developed well through the Year 6 residential experience and through well-planned use of the outdoor environment. However, the school's concentration on developing local and national initiatives in English, and mathematics has meant that other subjects have not been developed at

the same rate, and the professional development of teachers in them has been under-emphasised. This has led to some weaknesses in curriculum provision. For example, not all teachers are confident in interpreting the intentions of the curriculum for art and design and design and technology. This leads to inappropriate methods being taught, on occasion, in art.

28. Monitoring of the curriculum now needs to be more rigorous to identify key targets for future curriculum development to meet the continuing demands of the wide range of pupils' capabilities and needs.
29. Strong emphasis is placed on personal, social and health education. A recent audit shows that teachers pay good attention to developing pupils' awareness of citizenship, relationships and health and safety issues. This contributes significantly to the good provision for the pupils' moral and social development. The newly introduced "theme days" have been very effective in giving pupils time to investigate relevant issues in depth and to arrive at solutions, such as when pupils in Year 3 questioned whether "the playground is boring" and designed and made striking murals and plaques and marked out areas for games. The annual residential experience for Year 6 pupils is firmly focused on developing their social and personal skills through presenting them with challenging activities in a different environment. These encourage the pupils to take responsibility and co-operate whilst developing their powers of decision-making in adventurous contexts such as rock climbing.
30. A few pupils with special educational needs are taken out of afternoon lessons to give them extra support in developing their literacy skills. This help is having a good effect on their learning in English, and the school takes suitable steps to ensure the same lessons are not affected each week. The school is considering the implications of the revised Code of Practice and following requirements to plan for School Action and School Action Plus.
31. School provision for pupils with English as an additional language (EAL) is still in its early stages and its development is both sensible and pragmatic. The focus of present teaching is on language to enable the pupils to learn confidently across the curriculum. As support time is limited there is a rolling programme of support, which lessens as the pupils' confidence and independence increases.
32. Provision for extra-curricular activities is satisfactory. The narrow range of clubs open to pupils in the junior classes only, are well run and very well attended. Pupils' learning also benefits from visits to local museums, towns and villages and the cathedral. The skills and experiences of visitors enrich pupils' learning well.
33. The school makes good provision overall for pupils' spiritual, moral social and cultural development. The schools' provision for cultural development has improved since the last inspection.
34. The schools' provision for pupils' spiritual development is satisfactory. In an assembly on hobbies and pastimes, the teacher leading assembly gave pupils the opportunity to understand human feelings and emotions by exploring the beliefs, feelings and attitudes inherent within the song that they sang. She helped pupils to realise and use their individual talents, emphasising the importance of team-work. The local vicar used 'Bob the Builder' and 'The Three Little Pigs' as an interesting starting point for the parable about the need to build a house on strong foundations. Pupils volunteered qualities one needs to ensure strong foundations for life. Throughout the school, pupils show that they value each other and the teachers. This was especially noticeable in assembly. Pupils enter respectfully, listen attentively, and contribute willingly.
35. Acts of collective worship fulfil statutory requirements. The school provides opportunities for reflection in assembly and in religious education lessons. A Year 6 class who were exploring how anger is manifested were given suitable opportunity to reflect on the quote "never let the sun go down on an argument" as an extension to the lesson. However there are missed opportunities to further enhance the spiritual dimension of pupils' development by the use of focal points such as flowers, candles, pictures or artefacts in assembly.

36. The provision for pupils' moral development is good. The school provides a clear moral code as a basis for good behaviour. This is promoted consistently through all aspects of the school. School, class and playground rules are on display in every classroom and these are reinforced at every opportunity both in assembly, in class and personal, social and health education lessons. The staff effectively model fairness, integrity, and respect for minority interests and for others. The school promotes racial, religious and other forms of equality.
37. Pupils have a very definite view about the need to be honest. They remember stories that they have heard in assembly; 'If you lie and it really happens, you get into trouble like "The Boy Who Cried Wolf" (Year 6 pupil). They are keen to share and are very clear about the reason for rules in school and the need to keep them.
38. The school makes good provision for pupils' social development. There is a real sense of community. Pupils are provided with opportunities that encourage them to work co-operatively. Older pupils look after younger pupils at lunchtime. There are monitors for the library, computer suite, and the post and litter pickers. Pupils hold Blue Peter Bring and Buy sales, and they raise money on Red Nose Day and Bad Hair Day for Children in Need. The school provides positive, corporate experiences through assemblies, team games, school productions such as the 'Blitz Evening' and residential visits for the older pupils. This good provision means that pupils have effective social skills. They are able to exercise responsibility and relate well to people, working successfully as members of teams, a class and the school as a whole.
39. The schools' provision for pupils' cultural development is good. Pupils' knowledge of the cultural traditions of their own area and the cultural diversity of society is suitably extended by visits to churches and special places such as synagogues. Visitors come to school and talk to the children. For instance, a Sikh mother came to talk to Key Stage 1. She not only told the pupils stories and about key figures she showed them artefacts and her traditional dress and explained how she wore her scarf and how she removed her shoes on entry to the temple. The school provides visits from Australian and African musicians and world music is played in assembly. The school plans special days such as Greek, Roman and St Lucia days so that pupils can gain an in depth experience of other beliefs and cultures and also develop effective links with the community. The schools' cultural values are reinforced with displays such as the one on Judaism. This explains through photographs and real artefacts the Torah and the use of the Seder plate. This good provision gives pupils the ability to appreciate cultural diversity and respect other peoples' values and beliefs. Pupils are open to new ideas and readily participate in cultural activities.
40. A well-established programme is in place to ensure that pupils in Year 6 confidently transfer to their next school. Parents and pupils greatly value the after care arrangements called "Wraparound". This is very well supported. The school shows great care in its work with all groups of pupils, and gives good help to those experiencing social difficulty.
41. Community links remain good and involve all pupils. The school is actively involved in a variety of charity collections both national and local. Pupils have the opportunity to take part in competitions that include inter-school sport, literacy and art. An effective transition programme is in place with local secondary schools, with good links established between staff.
42. There is a very good range of visits to include all pupils and a residential experience for Year 6. Visits are both local and further a-field, for example churches, museums, cathedral, synagogue, farm, village and local walks. Visitors to the school add variety and interest and many enhance the good PHSE programme. Pupils also have the opportunity to attend the evening dance community class that is very popular. Appropriate industry links have been established through the Partnership Centre and include visits to Massey Ferguson, the Tudor House and Transport Museum.

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

43. The quality of care provided for all pupils is presently very good and a strength of the school. Staff know the pupils well, offering support and encouragement at all levels. Parents praise the approachability of staff and value the help given to their children. Pupils feel happy and secure; they clearly enjoy coming to school. Standards have been improved still further since the previous inspection.
44. The monitoring of attendance is good and the computerised system is effectively used to identify absences quickly. Registrations take place twice daily, before morning and afternoon sessions. They are prompt and efficient and comply with requirements. Parents are fully aware of the need to inform of absences and do so; unauthorised absence is rare. Regular checks take place and parents are contacted if there are concerns. The head teacher and education welfare officer are included in home visits and support as necessary. Good levels of attendance are clearly promoted by careful monitoring systems and information to parents.
45. High standards of behaviour are implicit in school and pupils comply. Class rules are well known with regular reminders to ensure that all remember them. There is a consistent approach by staff, with all teachers having a “class warning” book, with a red card system for involvement of the head teacher in more serious cases. There has been one, fixed term exclusion in the last year. Parents and children are interviewed if there are problems or concerns. Good behaviour is rewarded with certificates and celebrated in assemblies. No inappropriate behaviour was observed during the inspection. Parents confirm that they are pleased with the high standards of behaviour that prevail both inside and outside school. The inspection team agrees with these views.
46. Pupils’ personal development is effectively monitored by staff who know their pupils well. Annual reports to parents contain helpful comments on their child’s attitudes. An awards system and records of achievement are in place to track pupils’ development. Additionally, pupils are able to undertake a suitable range of responsibilities such as being monitors, helping with paired reading, helping in the office and in assemblies to enhance their life skills. A comprehensive personal, social and health education programme actively supports pupils’ development.
47. Effective arrangements are in place to handle Child Protection issues should they arise. Staff are trained and vigilant, and concerns are recorded immediately. Good use is made of all professional agencies should advice need to be sought. First Aid arrangements are secure with sufficient trained first aiders and parents contacted in case of emergency. The site is clean and well maintained. Regular fire drills and risk assessments take place and electrical equipment is appropriately checked.
48. Procedures for assessment are satisfactory overall. The school has an appropriate policy that guides assessment, which is used effectively in the core areas. Teachers know their pupils well and planning in the core areas of English, mathematics and science effectively promotes opportunities for assessment of attainment and progress to take place regularly and diagnostically. This results in positive improvement to standards by enabling teachers to plan lessons, which take good account of what pupils have learnt and what areas need more explanation and practise. Clear learning objectives are defined and discussed with pupils at the beginning of the lesson. This provides a secure base to assess understanding in class discussions at the end of the lesson. This, together with the input from support staff, forms the basis against which pupils’ gains in skills and knowledge, as well as understanding are judged.
49. Teachers analyse national and optional tests, as well as end of unit tests and use the information provided to effectively measure their teaching against the lesson targets. These systematically identify the progress of individual pupils, as well as groups of pupils, and identify pupils who have done better than expected and those who require additional support, such as in booster classes. Marking, although regularly completed is variable in the amount of information it gives pupils on how to move forward and take part in monitoring their own learning development. Teachers regularly maintain evaluation of progress in the core areas and through diagnostic

analysis of tests and day-to-day assessments are confident in pin pointing each individual's gains in relation to pre-set targets. The progress of pupils with special educational needs and pupils with English as an additional language are also monitored and evaluated well by teachers in the core areas. The special needs co-ordinator and teacher responsible for English as an additional language, support other teachers well in these areas. There is good use of assessment procedures to identify pupils with special educational need from an early age and the school takes action to make good provision for them. At School Action Plus level the special educational needs co-ordinator liaises well with outside agencies. She effectively implements the guidance provided by specialists through individual education plans. There is good inclusion of pupils with special educational needs and they are integrated into the life of the school. Systems for assessing pupil attainment on entry to nursery and reception classes are good overall. The head teacher uses computerised systems effectively to track the progress of pupils from national tests at the end of Key Stage 1 to Key Stage 2, which gives a useful overview of trends in terms of pupils and subject attainment. He also uses this system to monitor the progress of the school's transient population.

50. Procedures for assessing pupils' attainment and progress in the non-core areas are underdeveloped. There are generally no formal procedures established to assess gains in skills, knowledge and understanding on a systematic basis. Thus the tracking of pupils' progress effectively and systematically is not yet possible and negates the opportunity to set individual targets based on previous attainment. The school acknowledges this and is set to move forward in this area. They set their priorities in establishing systems to monitor and evaluate effectively in the core areas, including designing their own optional science test. This is now firmly embedded with tracking and target setting in place. It is now in a strong position to address assessment in the non-core areas.

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

51. The school has developed an effective partnership with parents. The good relationships noted at the time of the previous inspection have been effectively maintained. Parental responses, both at the meeting with the inspectors and to the questionnaires, were very supportive and there were very few comments on questionnaires or concerns raised. Overall, there was a good response, both to questionnaires and attendance at the meeting. Parents are supportive of the school and its work. Parents were particularly pleased that their children like school, are expected to work hard and that staff are approachable. The inspection team agrees with these views. A small minority of parents expressed concerns regarding homework and the range of activities offered. The inspection team's findings are that the homework set is good. It is appropriate for the age of the pupils and supports their learning appropriately. The range of activities and clubs offered at lunchtime and after school is satisfactory.
52. Pupils benefit from parental involvement in school life. Several parents help in class and on trips and one parent runs an aerobics class. Many parents hear their children read and are involved in homework. The majority of parents have signed the home and school agreement. Although there is no parent and teacher association parents, when asked, willingly help with social and fundraising events. These include sponsored activities, discos and the Summer Fayre. All pupils benefit from the purchase of additional resources from money raised that include playground equipment and the adventure trail.
53. Parents confirm that staff are all approachable and that any concerns are listened to and acted upon quickly. Several felt that the homework folder system has strengthened the parent partnership and that the literacy and numeracy hours have improved standards.
54. Communications with parents are good and appreciated. Parents stated that they felt well informed and involved. Parents receive regular newsletters informing them of events. In addition there are termly parents' evenings when work can be looked at and discussions take place with staff about annual reports. There is an induction evening to inform prospective parents and there is an "open door" policy. The prospectus and Governors' Annual Reports are

satisfactory and all correspondence is in a friendly and encouraging style. The school reception area is large and welcoming and displays celebrate achievement. Many parents frequently speak to staff on an informal basis. Parents at the meeting particularly praised the weekly planner, which advised parents of topics to be taught. Annual Reports to parents are good and are clearly set out. Parents are able to comment and pupils evaluate their own year's work. Reports identify strengths and weaknesses, detail results of national tests and compare their child's results to national averages. However, there is inconsistency in the recording of targets.

55. Parent/teacher consultations are well attended and the school offers both afternoon and evening appointments to encourage maximum participation. Concerts are exceptionally well attended and children of all ages are involved. Year 6 leavers enjoy their concert and the Leavers Assembly is very well supported by parents.

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

56. The leadership of the head teacher and key staff is sound overall, reflecting the findings of the previous inspection. The senior management team has been strengthened and provides clear educational leadership for the school. The school's targets for development have been very appropriately focussed on improving results in literacy. The shared commitment to succeed has been directly responsible for the raising of standards in English throughout the school in recent years.
57. A key issue of the previous report was for the school to clarify priorities for academic achievement in the school development plan. The plan did not directly relate expenditure to improving educational outcomes and, consequently, the global sums, which are available for developments, were not clearly stated. This has been tackled satisfactorily and there are now suitable success criteria for the raising of standards, which does include the matching of funds to educational priorities.
58. Appraisal has been effectively introduced. There are suitable systems for induction of new teachers and staff training has taken appropriate consideration of the needs of teachers and the school in developing literacy. Teaching and learning in English and mathematics has been monitored throughout the school by the senior management, supported by the local education authority and effective training put in place to improve the quality of lessons in these subjects. The co-ordination of English as an additional language is conscientious and determined. The co-ordinator is making good progress towards meeting the objectives in the school development plan for this relatively new area of the school's work and she regularly checks the progress of pupils no longer needing direct support through whole school and national test and assessments. However, monitoring of non-core subjects, which was also raised as an issue at the previous inspection has not taken place, due in part to government initiatives in literacy and numeracy. Co-ordinators roles, have been extended to include developing schemes of work and collating suitable resources. However, they have not yet been fully developed to include tracking of pupils' progress or monitoring teaching and learning, either by scrutiny of work or observation of lessons. As a result, co-ordinators do not all have a clear idea of standards in their subjects throughout the school. The lack of whole school systems for assessment, further compounds their difficulty in tracking pupils' progress effectively. Evaluations completed by teachers, have highlighted the need for training in some subject areas. This training is already started in information and communication technology and is identified in the school development plan for others, such as design and technology.
59. The ethos of the school is good. There is a whole school commitment to good relationships and equality of opportunity, which is reflected in both the academic and social life of the school. The emphasis of the school is upon harmonious relations between members of all groups and inclusion of all. This has a positive effect on standards. Parents and pupils have well founded positive views of the school as a result. The school's equal opportunities policy shows its commitment to treating all pupils fairly and equitably. Although teaching plans and children's work and responses in class are monitored annually, the school recognises there is need for this

process to be more rigorous and focused in order to check that the school's intentions are being met in all situations. Funding to support pupils with special educational needs is used effectively and specifically to improve the quality of learning and help raise standards for these pupils. The special needs co-ordinator works effectively to ensure that these pupils are well supported in their learning.

60. The governing body fulfils its statutory duties satisfactorily and takes a suitable role in shaping the direction of the school. Some governors who are able, including the chair of governors, visit the school regularly and as a result they have a good understanding of the school's strengths and the areas for development. Careful monitoring by the governing body, acting as a 'critical friend' ensures that effective and appropriate use is made of specific grants to support new initiatives as proposed.
61. The previous report indicated that the budget was managed efficiently and effectively and appropriate systems were in place and expenditure carefully controlled. The current situation presents a somewhat similar picture. The principles of best value are effectively applied. The finance committee adopts a practical approach to obtaining best value for money by careful tendering and guidance in conjunction with appropriate personnel from the local education authority. They are continually striving to improve their effectiveness by considering new strategies, such as establishing and adopting a 'criteria for success' for major expenditure items.
62. The carry forward figure, although high in the previous year, has now been reduced to within acceptable guidelines. Discussion with the Chair of Finance and the head teacher identified valid reasons for the reduction in under-spends, such as increased expenditure in staff development and advice, increased servicing, cleaning and care taking costs. They also indicated that they wished to reserve the current under spend as a "buffer" to maintain current levels of staffing whilst the local education authority is implementing its reduction in intake which will automatically reduce income.
63. The school makes good use of modern technology in financial management, in tracking pupils' progress in English and mathematics and records of attendance. The recommendations of the last auditors' report, including items from the previous report, have now been fully addressed. The secretarial staff carry out the day-to-day financial management of the school effectively and provide good support for the head teacher and staff. Administrative procedures are well established, unobtrusive and their approach to parents, pupils, staff and visitors is courteous and efficient. This contributes to the smooth running of the school.
64. The accommodation is now very good. This is a clear improvement since the last inspection. A twenty-six-place nursery unit has been established and work carried out to move the pre-school, nursery and all Key Stage 1 pupils to a single building. Key Stage 2 pupils are housed in the adjacent building. The site is very well maintained, with sufficient space for the number of pupils on roll. The spacious grounds are very attractive and include a large sports field, three playgrounds, a copse, pond area and adventure trail. These features provide an attractive learning environment that is clearly valued and cared for by pupils. There is now a pleasant secure outdoor area for the Under Fives with appropriate equipment. This has a positive impact on standards attained. Good use is made of all areas and rooms. Storage space is limited, but safe. Regular risk assessments take place and any health and safety issues identified.
65. The quality, quantity, range and use of resources are satisfactory overall. However, the quantity, range and use of resources for information and communication technology are presently unsatisfactory. There are no computers in the junior classrooms. Thus pupils have insufficient access to develop skills learned in the computer suite. Additionally, pupils are unable to use computers as part of their research in lessons across the curriculum. Until very recently, the range of equipment was insufficient to fulfil the requirements of the National Curriculum. The equipment for control is under used. The library, although well stocked, is not regularly used for planned learning activities. However, the school makes good use of the local environment as a resource. A variety of visits and visitors all add to pupils' interest, enjoyment and learning opportunities.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the head teacher, senior management and governors should:-

- (1) Improve standards in the aspects of control, data-logging and use of e-mail in information and communication technology by
  - a) Improving teachers' confidence and knowledge in teaching these aspects.
  - b) Ensuring that the schemes of work for information and communication technology and also for science clearly identify the areas to be covered, so that teachers can include it in their planning.
  - c) Ensuring that access to computers and relevant programs is readily available in lessons, so that pupils have sufficient good opportunities to learn to use them and make all the progress in their learning that they are capable of.  
(Paragraph Nos. 7, 20, 24, 65, 128-133)
  
- (2) Improve skills in design and evaluation in design and technology by
  - a) Improving teachers' confidence and knowledge in teaching these aspects.
  - b) Ensuring that the scheme of work for design and technology clearly identifies the areas to be covered, in a simple and accessible form so that teachers can include it in their planning.  
(Paragraph Nos. 7, 20, 24, 115-119)
  
- (3) Put efficient whole school systems in place for the assessment and tracking of the progress of pupils in non-core subjects and science, and use the information gained when planning lessons to meet the needs of individual pupils even more effectively.  
(Paragraph Nos. 50, 101, 108, 114, 119, 127, 140, 148)
  
- (4) Develop co-ordinators' roles to include monitoring of standards attained and teaching and learning in their subjects by
  - a) Monitoring tracking of pupils' progress so that they have a clear view of standards attained throughout the school.
  - b) Monitoring teachers' evaluations of lessons and work pupils produce to ensure all aspects of the subjects are being covered appropriately and that teachers are fully conversant with all aspects of the subject and training needs are met appropriately.
  - c) Monitoring of lessons so that they can offer support and advise to colleagues, including informing them of resources and methods, which they may otherwise be unaware of.  
(Paragraph Nos. 102, 114, 127, 140, 148)

In addition to the key issues above, the governors may wish to include the following minor issues in their action plan.

Time allocation to religious education is below the recommended minimum and some numeracy lessons are considerably longer than suggested.

There is an imbalance in the time allocated to the teaching of history and geography, the former having half the allocation of the latter.

Some teachers lack confidence in teaching all aspects of the curriculum for art and design.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	34	29	1	0	0
Percentage	3	10	47	40	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	319
Number of full-time pupils known to be eligible for free school meals	0	34

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	53

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	13	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	11	12	10
	Total	27	30	28
Percentage of pupils at NC level 2 or above	School	84 (82)	94 (90)	88 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	11	10	12
	Total	28	28	30
Percentage of pupils at NC level 2 or above	School	88 (84)	88 (90)	94 (92)
	National	85 (84)	89 (88)	89 (88)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	35	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	25
	Girls	35	26	34
	Total	54	46	59
Percentage of pupils at NC level 4 or above	School	90 (89)	77 (76)	98 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	25
	Girls	33	29	34
	Total	51	49	59
Percentage of pupils at NC level 4 or above	School	85 (85)	82 (87)	98 (95)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	13
Pakistani	2
Bangladeshi	0
Chinese	2
White	229
Any other minority ethnic group	11

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	15
Number of pupils per qualified teacher	19.9
Average class size	24.5

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

Total number of education support staff	9
Total aggregate hours worked per week	

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	2
Total aggregate hours worked per week	[ ]
Number of pupils per FTE adult	6.3

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000
	£
Total income	741,662
Total expenditure	699,808
Expenditure per pupil	2,011
Balance brought forward from previous year	34,296
Balance carried forward to next year	76,150

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	338
Number of questionnaires returned	152

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	0
My child is making good progress in school.	61	33	3	1	2
Behaviour in the school is good.	59	34	2	1	3
My child gets the right amount of work to do at home.	43	47	5	3	2
The teaching is good.	61	34	1	1	3
I am kept well informed about how my child is getting on.	47	43	5	2	2
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	0	1
The school expects my child to work hard and achieve his or her best.	69	28	1	0	1
The school works closely with parents.	46	44	5	1	3
The school is well led and managed.	51	41	2	2	4
The school is helping my child become mature and responsible.	56	40	3	0	0
The school provides an interesting range of activities outside lessons.	35	34	12	1	16

## **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**

66. At the time of inspection there were 36 children in the nursery, all of whom are part time. Twenty-six children attend in the morning and 10 in the afternoon sessions. There were 44 children in reception, divided into two classes, one class of 23 and one of 21. Children are admitted to the nursery in the year in which they are four. The children make satisfactory progress throughout the Foundation Stage to achieve their Early Learning Goals in all areas of learning and begin Key Stage 1 in line with national expectations. This is a similar finding to that of the previous inspection.
67. The school has made good improvements in the provision for children in the Foundation Stage since the previous inspection. The new 26 place nursery is now well established and reception classes are well organised. There is now a secure outdoor play area for the nursery, which is well resourced and there are plans to provide an appropriately differentiated area for the reception class. The co-ordinator has been in the Foundation Stage for two years. In this time she has worked hard to improve provision and resources in the school. She has good qualities of management and leadership but to date has had little opportunity to monitor and evaluate teaching and learning in the Foundation Stage. Relationships with parents are good and parents are encouraged to come into the classroom at the beginning and end of each day.
68. The well-planned curriculum is carefully constructed from the “stepping-stones” for the Early Learning Goals. There is a good scheme of work, which provides a broad, balanced curriculum, with lively interesting activities. These are structured to support the children to make sound progress and are appropriate for the ages and interests of the children. Baseline assessment is carried out on entry to reception and again at the end of the spring term. This shows progress made and gives early identification of children with special educational needs. In all lessons, children with special educational needs are all included with extra help. Lessons take into account the prior learning of the children and teachers are well supported by class assistants.

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

69. As a result of sound teaching overall in the nursery and reception all children make satisfactory progress in their learning and enter Key Stage 1 with average attainment, achieving the Early Learning Goals in this area of learning. Children come willingly to school and are eager to show items from home to the nursery staff. They feel safe and secure and able to trust staff. There is a friendly atmosphere and staff all provide positive role models. As a result, the children have confidence and they all take part in well-established routines like sitting on the blue mat, for register as soon as they come in, in the mornings. When the children are taken on a walk they help each other with the minimum of fuss and display a high degree of independence as they dress for the outdoor activity. The teacher provides interesting activities, such as a search for the letters that the “postman” (a class puppet) has dropped. The children eagerly take part and are interested and excited about task. The staff facilitate the children’s curiosity and interest and enable them to sustain interest and gain confidence in looking for the lost letters as they walk round the school site.
70. In the reception class the teacher used the opportunity of a ‘crash’ between two model cars in the construction area to explain about co-operative play, leading the children to think about the consequences of their actions on others. As a result of the teachers’ good knowledge and understanding of the importance of role-play the children in the reception classes are able to organise themselves with a high degree of independence. The children co-operate as they tidy up, helping each other. Each child is gainfully employed, working as part of the class, understanding agreed codes of behaviour. However, on occasion, the lesson involves too little activity for the children, as when they sat and watched their teachers act out various scenarios. On this occasion the teaching was unsatisfactory, as the children made too little progress in their learning.

## **Communication, language and literacy**

71. Satisfactory teaching in the Foundation Stage supports their development and most of the children enter Key Stage 1 at the expected level of attainment. In the nursery, children are given the chance to imagine and recreate experiences. As they pedal their carts outside one child takes on the role of lollipop lady, stopping the others from time to time, they listen obeying her instructions. Children ask each other for assistance when dressing to go outside, linking statements and using language for an increasing range of purposes. The teacher models language effectively and asks appropriate questions to enable children to talk about their experiences. The children remember the special word for orange, (“amber”) and know what it means. The teacher uses sensitive questioning skills to enable quiet children to describe what they have made to the rest of the class. In a mathematical activity where children were required to wrap parcels and write labels two children were able to write their labels independently and two were able to copy the teacher’s writing, while other children make marks with one or two recognisable letters. A few children know enough initial letter sounds to sound out the words that they need to write. Children learn to handle books correctly; they turn the pages and become absorbed in the contents. Most children sustain interest in their book whilst the register is being taken.
72. In reception, the teachers use suitable opportunities to develop and consolidate vocabulary and speech patterns as the class discuss the jobs that parents do. The children are confident and ask interesting questions such as “does your daddy fix car windows?” They use language to reflect developing thoughts by using their own experience, knowledge and understanding to answer simple questions. Some children use headphones to follow a taped story with sustained interest. The “doctors’ surgery” in the role-play area and the construction toys gave children suitable opportunities to speak, listen and represent their ideas. In a group writing activity the teacher’s positive attitude gave children the confidence to respond and her enthusiasm ensured that all children were interested and involved. She gave children the confidence to spell words phonetically and build words. She linked language to physical activity. All children drew a giant ‘t’ using the whole body to learn correct letter formation. This activity provided an effective opportunity for the children to see how words are built as a sound basis for their own writing. The teacher’s good use of the discussion session to extend activity also reinforced their understanding of which books are non-fiction books. All of the children enjoy books. One higher achieving pupil can read simple books both fluently and with a good degree of accuracy. Average pupils are able to read with understanding using pictures to help follow the story. Lower achieving pupils are able to tell the story from the pictures in a book and can read a few key words.

## **Mathematical development**

73. The teaching in this area of learning is satisfactory and, as a result, children make satisfactory progress towards achieving the Early Learning Goals in this area by the end of the Foundation Stage.
74. In the nursery, children are able, with the support of the nursery nurse, to use mathematical language appropriately to describe the shape of a box that they are wrapping and to say whether the paper is too big or too small. They are able to recognise numerals one to ten as they pick up the letters that they find on their “Welly Walk” and to count to ten in the songs that they sing together. In the maths area there is a bar graph of the children’s favourite colours and two mobiles support the children’s recognition of two and three-dimensional shapes.
75. In reception, children are able to tell that a tower has six cubes because it is the same height as two other towers of six. In one lesson seen, the teacher used a story as a good illustration of ‘one more and one less’ the children knew and could use the number line to 10 and could recognise six dots on a dice as the correct number. By the end of the lesson the majority of children were able to relate addition to the combination of two groups of numbers, but the lesson lacked sparkle. The slow pace of the lesson did not maintain the children’s enthusiasm to learn and a

prolonged period of time spent listening on the mat resulted in a number of children losing attention despite the majority maintaining a passive interest.

76. Scrutiny of work shows that higher attaining pupils are able to write their numerals and know and understand numbers to 10. Average pupils can write their numbers but with less confidence whilst the lower achieving pupils are able to sequence numbers correctly one to 10. Work in the reception classroom indicates that children have a concept of heavier and lighter and understand the basic principles of symmetry.

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

77. Teaching is satisfactory overall in both the nursery and reception classes and children make sound progress towards achieving the Early Learning Goals, by the end of the Foundation Stage. Teachers plan many activities to extend the children's knowledge and understanding. The nursery provides suitable activities, which necessitate learning to use a suitable range of tools. Children are encouraged to experiment successfully as they design models using various methods to join different materials. One girl successfully cut some foil cases and put them inside two yoghurt pots, which she had then joined together with tape in order to make a very effective shaker. She had used the correct glue for her name label and, due to the teacher's skilful questioning techniques, was able to tell the rest of the class how she had made her shaker. The children in the nursery have regular "Welly Walks", which take them out into the school site. Teachers use this opportunity well to foster the children's natural curiosity and find out about the things that they see, identifying features on their route. They talk about the weather and discuss things that they see on their walk. The computer is always switched on in the classroom with appropriate programs for the children to use. One child watched carefully as a student showed her how to use the mouse but as soon as the student moved away the child "played" with the keyboard. When using the computer the children are able to click the mouse at the appropriate moment when using a CD Rom. Children are able to rewind the tape on the listening station in order to get back to the beginning of the story. One reception class has a 'feely box' to give the children opportunities to use their senses. There is also a large land snail for the children to watch and investigate.
78. During the week of the inspection a visit from the police provided the children both in the nursery and the reception classes with an opportunity to encounter a real policewoman and hear about her work. In a follow-up session where the teaching was very good the reception teacher used careful questioning to enable the children to remember specific vocabulary. Her enthusiasm immediately sparked interest and interaction. The children listened attentively because she explained things in an exciting way and the 'walk' made the introduction an activity rather than a sedentary occupation. The children learnt from this explicit teaching and imitated the teachers' behaviour, spreading the glue with great care and concentration.

### **Physical development**

79. Children make sound progress in learning as a result of satisfactory teaching in the nursery and reception classes. They are in line to meet the Early Learning Goals by the time that they enter Key Stage 1. Children in the nursery are well supported as they learn to move with confidence, in safety, as they climb up the rope ladder and over and through the climbing frame in the secure outdoor area. They move with developing control, and they handle bricks well, although their use of scissors and pencils is less skilful. Large outdoor toys provide the children with appropriate opportunities to pedal and steer vehicles and work in co-operation with one another. They are able to change direction when the teacher points out that they are going the wrong way. Activities are suitably planned to give children time to explore and refine their movements. The nursery has a suitable range of small world toys and construction sets, which the children use, working collaboratively on the floor. The children show increasing control over their clothes and fastening when getting ready to go outside, receiving the appropriate amount of support from nursery staff when necessary.

80. The good teaching seen in a lesson for children in a reception class enabled children to learn how to move in safety and gave them confidence and time to make good progress. Children learnt to differentiate between big, medium-sized and little steps. The teacher showed the children how to jump properly and with safety. With practice all children were able to jump from two feet and land on one foot and jump on one foot to land on two feet. All pupils worked with enthusiasm and application in order to improve. They were able to travel around, under, over and through the apparatus but found balancing difficult. When asked to extend this further into a sequence most children managed to sequence their actions, but were not able to differentiate the size of step as directed. The teacher worked appropriately with a child with special educational needs giving her more support and time in order that she might have full access to all the opportunities provided.

### **Creative development**

81. Satisfactory teaching in the Foundation Stage means that children make the appropriate progress in order to achieve the Early Learning Goals for this area of learning by the end of the Foundation Stage.
82. The nursery provides appropriate activities to support the children's learning in this area. In the painting area pictures show that children have learned to mix red and yellow to make orange. In music children sing to a tape, focussing on a big book of words. In a lesson observed at the end of the session very few joined in with either the singing or the actions and so the teacher asked them to stand up for the next song. Most children then joined in, with the exception of two boys. When using "play dough" the children roll and manipulate the material, patting and pressing enjoying the opportunity to feel the texture.
83. In one reception class three pupils worked with a volunteer in the role-play area, which was "an Opticians". Play was limited, as the context did not capture their imagination fully. In another reception class children play in the role-play area with no adult support other than a suggestion by the teacher in the introductory session. The children soon organise themselves into doctor, patient, receptionist roles. The receptionist made a "phone call", talked to the "patient" and referred her to the "doctor". The children introduce a storyline into their play and feel secure enough in their learning to be adventurous and explore and experiment with ideas. In the same lesson the teacher took the opportunity to talk to children as they paint, helping them to extend their ideas and think about the character that they were painting. There is a satisfactory balance between adult-initiated and child initiated activities in both the nursery and the reception classes. In the lessons where the teaching and learning was either good or very good the teacher was enthusiastic in the development of the children's knowledge and skills and this enabled the children to express their creativity more readily.

### **ENGLISH**

84. Standards of attainment in English have improved since the previous inspection. Pupils of all levels of prior attainment and from all groups make satisfactory progress, so that by the end of Key Stage 1, pupils achieve average standards, overall. They attain good standards in speaking and listening and satisfactory standards in reading and writing. The improvement in writing has been influenced by the secure teaching of the basic skills in phonics, spelling and handwriting.
85. By the end of Key Stage 2, pupils overall attainment is better than average. They make good progress, especially in writing, as a result of the good and often very good teaching particularly towards the end of the key stage. Pupils with special educational needs make similar progress to other pupils and are well supported. Trends overtime are upwards and above the national trend. These findings confirm the improvement made since 1997.
86. Performance in English is similar to that of other schools in Key Stage 1 and above that of other schools in Key Stage 2. Successful implementation of the literacy hour is having a beneficial impact on standards. At both key stages, standards of listening are at least good and sometimes

very good. Pupils are always extremely attentive and eager to participate in lessons and as a result become fluent and confident at expressing ideas and opinions. They use a growing vocabulary and acquire new words at a good pace. Effective questioning ensures that all pupils are appropriately supported and included in discussions. Pupils are developing a good interest in words and have a varied technical vocabulary for discussing and explaining their work. In Year 4, for example, pupils ask for exemplification of the word 'beat' in relation to police officers and make reference to their previous knowledge of the word 'beat' with regard to the heart and music. They are also willing to suggest meanings for new words, such as 'protect' because they know their suggestions will be valued.

87. Drama within English is used successfully, in some classes, to promote pupils' speaking skills, but is not yet well established throughout the whole school. It was seen to be used effectively in Year 5, where pupils narrated and re-enacted a traditional fable to enhance their speaking and performing skills. By the age of 11, pupils speak clearly and confidently in a range of situations, including acts of collective worship. They are generally articulate and confident when sharing their opinions and their work with adults.
88. Attitudes to reading are positive. Pupils have access to good quality literature in classrooms and library collections and regular opportunities to share and discuss books. The home-school reading diary and the range of books available contribute effectively to pupils' eagerness to succeed and the pleasure they find in reading. Reading is taught through a variety of approaches that combine a knowledge of word sounds with recognition of whole words, this helps average and below average pupils to successfully tackle words that are unfamiliar to them. Above average pupils read quite confidently and with appropriate fluency, they express relevant personal preferences and opinions about important events in their books and successfully predict outcomes.
89. In Key Stage 2, most pupils are able to read a range of texts with increasing accuracy and expression and more able pupils read well for both information and pleasure and are beginning to infer and deduce well. They have a suitable understanding of the plot, characters motives and the events that bring a story to a successful conclusion. They explain and discuss favourite books by well-known authors and are able to locate books in the library. Comprehension and more advanced reading skills are developed in a satisfactory manner across the curriculum, by using fiction, non-fiction and reference materials, although this is an area for further development. Only a few pupils use more advanced reading skills to detect specific information by running their eyes over a text to find particular words. Pupils with special needs develop skills at a slower rate, but with good support from knowledgeable support staff, they progress at an appropriate level.
90. In Key Stage 1, the direct teaching of basic skills is currently having a beneficial effect on pupils' writing and by Year 2 the majority of pupils are becoming independent writers. Pupils' writing of instructions is of a suitable standard but generally pupils have not written for a satisfactory range of purposes. Most pupils know why punctuation is important and use capital letters and full stops in the correct places in simple sentences. They use their knowledge of letter sounds effectively to support their independent writing. Their spelling, and handwriting are developing well. Higher attaining pupils vary their sentence beginnings when writing, but do not have strong sequential links that make their writing clear. They do not include sufficient detail and interesting words to engage the reader. By the age of seven pupils spell a range of familiar words successfully, although their choice of vocabulary is secure rather than adventurous.
91. Pupils' attainment in writing, at the end of Key Stage 2, has improved as a result of good and sometimes very good teaching and is above the national average. Pupils have a commendable knowledge of the requirements of grammar and punctuation. They write for a wide range of purposes such as, play-scripts, book reviews, newspaper reports, poetry and employ devices such as 'flashbacks'. Pupils use their literacy skills well in other lessons. For example, in a religious education lesson whilst reflecting on their view of freedom; pupils used emotive phrases such as, "the exciting restrictions of childhood" and "falling into an endless abyss". The use of writing boards during lessons is well established for note taking, identifying key features and attempting

spellings of new words and is effective in helping them learn about writing. Pupils' knowledge of story structure is good and influences their ability to organise their writing. They use the past tense, connectives, strong verbs, and metaphors and recognise the difference between fact and opinion well. Although pupils are able to edit and reorganise their work, their word processing skills are not always used effectively at present. Evidence in previous work shows that pupils are able to produce purposeful sustained writing of a good standard by the end of the key stage. In response to good quality emotive texts such as "Way Home", pupils in Year 6 use animated dialogue and more complex sentence structures which help make their work more interesting. For example, one pupil wrote, "Tiptoeing down the dingy street, keeping the frightened cat safe and warm inside his coat, the boy was startled by a hullabaloo". By the age of eleven, pupils are aware of the importance of a convincing story ending in order to link twists and turns in the plot. Their development of setting and character is good. They understand the differences between fables, myths and legends and are beginning to write their own versions.

92. Teaching is good overall and varies from satisfactory to excellent, with most teaching being satisfactory overall in Key Stage 1 and good overall in Key Stage 2. The best teaching occurs most consistently in Years 5 and 6. All teachers make appropriate choices of texts to share with pupils; these engage pupils' interest well, so that their listening skills are commendable. In the best lessons explanations are clear and expectations are challenging and as a result pupils are confident and highly motivated. They focus on tasks with enthusiasm and write confidently in the chosen style. Lessons move at a good pace and time targets are set to ensure pupils achieve suitable amounts of work. Pupils' positive attitudes and very good behaviour have a positive impact on the quality of their learning. This is good for pupils of all levels of ability, including those with special educational needs and for pupils with English as a second language. In less successful lessons, which are still satisfactory overall, teachers miss clear opportunities to engage pupils' interest through open ended questioning that require them to infer and predict events. Pupils are not required to write for a wide enough range of purposes and are not given enough time to complete their tasks. Their ability to write in the narrative form is underdeveloped. Higher attaining pupils are not encouraged sufficiently well to use their flair and imagination.
93. Assessment procedures are good, overall. Daily ongoing assessment of pupils' work is supportive; similarly marking is detailed, perceptive and indicates ways in which pupils might improve. Older pupils are involved in the process of assessment and are aware of their immediate targets. The majority of teachers and support staff have good knowledge of pupils' reading abilities from tests and close observation. They keep suitable records that ensure that books are well matched to individual stages of development. Moderated work is generally assessed correctly, although not all pieces indicate clearly what the pupil has achieved to support the level attained.
94. Management of English is very good. The literacy co-ordinator is extremely knowledgeable and her commitment to raising standards and the future development of English is a strength of the subject. She has successfully monitored lessons throughout the school in order to guide teaching and learning and is aware of the strengths and weaknesses. She has ensured effective implementation of the literacy strategies, which is having a direct impact on standards, especially pupils' writing skills. More, planned use of the library should further strengthen and develop pupils' reading skills including their independent research. Money has been well spent on resources for literacy and these are good overall.

## **MATHEMATICS**

95. The school's strategies for teaching numeracy are satisfactory and, overall, teaching follows national guidance closely. At Year 2, most pupils attain at the expected level with a minority working at the higher level. The majority of pupils in Year 6 attain at the expected level, but the proportion of pupils working at a higher level than expected nationally is lower than in previous years. There are a significant number of pupils working at the lower end of the expected level.

The previous inspection also found that attainment matched expectations at both key stages and, although there are some improvements, the picture remains similar.

96. Teaching focuses particularly on the development of mental strategies, and the resulting enthusiasm of pupils for answering questions quickly and successfully indicates that the time given to developing this aspect has paid off. The introduction of pupils' white boards has contributed to this considerably. All groups of pupils make satisfactory progress in their learning, successfully developing a secure understanding of number. Although lessons are planned carefully to meet the different learning needs of all groups of pupils, higher attaining pupils are not faced with challenging tasks consistently. Pupils with special educational needs are well supported and this enables them to make satisfactory progress, particularly in understanding and using numbers.
97. The numeracy strategy ensures that learning schemes are well structured, so that teaching builds upon pupils' previous learning experiences as they move through the school. Lessons are carefully planned and clear purposes for learning are shared with pupils of all ages so that they know what is expected of them. Pupils try hard at all times, encouraging and supporting each other caringly, so that they do their best. They have good attitudes to learning and most are keen to answer teachers' questions and show what they know. Teachers have supportive and encouraging teaching styles and they value the contribution that pupils make to lessons. They ensure that questioning is pitched to promote the learning of pupils of different ability levels, but in some classes teachers miss the opportunity to extend the learning of higher attaining pupils. Numeracy lessons extend significantly beyond the time given in national guidance. Consequently, the pace of lessons is uneven, and slows at times to an extent that ceases to challenge the pupils' mathematical thinking rigorously, or to signal higher expectations of effort. The extra time is not used to develop mathematical thinking and concepts in other contexts, such as problem solving and maths games. This is a missed opportunity to extend mathematics into other curriculum areas. The mathematics co-ordinator is aware of this and is looking for ways to improve the flexibility and relevance of the teaching programmes. Teaching, overall, is satisfactory at both key stages and during the inspection some very good and excellent teaching was seen. The excellent lesson, in Year 5, resulted from very confident and enthusiastic teaching, very good working relationships, and the teacher's very high expectations of all pupils using real-life contexts that made the learning enjoyable.
98. In Years 1 and 2, pupils become confident in their identification of odd and even numbers. Effective questioning gives the pupils a clear, early understanding of place value in two digit numbers. Higher attaining pupils compare familiar two digit numbers to identify the highest and lowest, and say which numbers fall between. A few pupils read numbers incorrectly, but most write numerals correctly and firmly. Lower attaining pupils, and pupils with special educational needs make sound progress due to the close support of classroom assistants. In Year 2 pupils extend their knowledge of number bonds and gradually develop their concept of addition and division. They begin to use numbers in different mathematical, and other contexts. Higher attaining pupils confidently order and use numbers in a variety of contexts extending their knowledge and use of larger numbers soundly. They use number flexibly to solve their own mathematical problems and to check their answers. However, teachers' expectations of this group could be higher, and planning for their learning, more rigorous. The pupils begin to use standard measures, such as pence and centimetres with increasing accuracy in mathematical and practical situations. They develop systematic ways of organising and checking their work, with help, but sometimes on their own initiative. In each new aspect of the learning, teaching develops concepts carefully and sequentially and time is given to consolidate it before moving on.
99. Pupils in Year 3 to 6 achieve soundly in all aspects of mathematical development. The pupils use suitable mathematical vocabulary and language to explain how they arrived at their answers. In the good lessons seen the teachers used every opportunity to extend the pupils' mathematical language and insisted upon correct use at all times. In some other lessons teachers did not use mathematical language with sufficient rigour. By the age of eleven, most pupils have a solid understanding of place value and of multiplication, division, addition and subtraction in a variety

of contexts using large numbers. They are beginning to notice more complex patterns in number and to find formulae to explain them. Lower attaining pupils require a great deal of support to apply simple mathematical concepts in simple contexts. Most pupils correctly identify equivalent fractions, decimals and percentages and are beginning to calculate ratios and proportions.

100. Literacy skills are developed well in mathematics. Oral and written instructions give the pupils good opportunities to practice their listening and speaking skill. There are many opportunities to explain approaches to problem solving and to problems as word sentences. Satisfactory links are made to information and communication technology in the making of spreadsheets and line graphs. However, the lack of computers in the junior classrooms means that information and communication technology cannot be used as a normal part of mathematics lessons to support or extend pupils' learning.
101. Although regular assessments are used satisfactorily to check on pupils' progress at different stages of their school life, the practice of teachers evaluating each lesson in order to match the next lesson more closely to identified need is not yet established consistently. Consequently, sometimes, groups of pupils move on to new learning before they are completely ready, because teachers' planning to national guideline is not flexible enough. Homework is set regularly and is organised well so that it makes a good contribution to the pupils' learning and progress.
102. The co-ordinator is conscientious in her role, but her impact is lessened by lack of time given to monitor the quality of teaching and standards. She is not sufficiently involved in tracking pupils' progress and target setting. She has a clear and accurate plan for the future development of mathematics through the school, such as the need to provide more, and more interesting contexts for mathematical learning.

## **SCIENCE**

103. Standards of work seen during the inspection are average at the end of Year 2 and Year 6. Standards are similar to those observed during the previous inspection four years ago. However pupils now use science enquiry skills well to develop their knowledge and understanding of science facts, which represents a good level of school improvement since the previous inspection. In both key stages, pupils make insufficient use of the computer to enter data from investigations and of data handling programs to look for patterns. For example, when measuring change in materials and forces, and in Key Stage 2 for sensing physical change.
104. By the age of seven, pupils record careful observations of growing plants and their predictions, in a diary. All pupils, including those with special educational needs, label the external features of plants correctly. With the help of the teacher, they recognise how to investigate the effect of light on plants in a controlled way. They have good attitudes to their work and present it carefully. Pupils carry out surveys of popular meals then make effective use of the computer to display what they find in different forms of graphs. They list electrical appliances used at home and recognise that these use electricity as a source of light, heat, sound or movement. In small groups pupils co-operate well to construct a chart of appliances in these categories.
105. By the age of eleven, pupils have a satisfactory understanding of scientific facts about change in materials, which they learn by good collaboration to plan and carry out their own investigations. When providing explanations about forces pupils use a limited scientific vocabulary and many are uncertain about the direction of gravity. Work in an earlier age group is above average. For example, pupils in Year 4 enthusiastically use appropriate terms to describe how to vary the path of electricity and the effect on the brightness of bulbs in different kinds of circuits.
106. The quality of teaching and learning is satisfactory overall, with some good and very good teaching seen during the week of inspection. Teachers structure their lessons effectively to include pupils in practical activities, which are appropriately related to everyday life. Parents are informed about topics to be explored and many contribute materials or books, which are useful

for their children and support their homework. Pupils with special educational needs are provided with suitable support from teaching assistants to help them concentrate and become more aware of cause and effect when carrying out investigations. Pupils enjoy their lessons and pay careful attention to their teachers. Behaviour in lessons is good.

107. Teachers provide suitable opportunities for pupils to explain what they observe and on occasion very good teaching was observed when very effective questioning inspired pupils to be more specific and clarify their thoughts. At these times teachers encourage pupils to explain their understanding of different changes in materials or forces, and in this way establish that the pupils are increasing their understanding and making correct observations of change or measurement. However, from the scrutiny of work and lesson observation, pupils in each year group of all abilities undertake a similar level of work. This does not always extend higher attaining pupils sufficiently and is occasionally too difficult for lower attaining pupils and those with special educational needs, as for example, when all pupils in Year 4 undertook similar work on electricity. Higher attaining pupils at the end of the key stage are not expected to average repeated measurements for accuracy.
108. Most teachers make effective use of assessment during lessons and at the end of lessons. When marking pupils' books, teachers tend to write useful comments that indicate how pupils could improve the work and note pupils' incorrect ideas that lead to repeated investigations. There is some inconsistency, however, in the quality of marking across the school, and while most provides useful information and guidance to pupils, some indicates too little expectation of what pupils could achieve. Pupils' response to marking varies and teachers' requirements for improvements in diagrams, for example are not always evident. Teachers keep useful records of pupils' understanding and these promote progression in pupils' learning but are not used to set targets for individual pupils.
109. Subject management is satisfactory and the school's policy correctly emphasises the importance of investigations. However insufficient use is made of teachers' assessments of pupils' achievements at the end of Key Stage 1 when planning for the beginning of Key Stage 2. The scheme of work provides clear learning objectives for each year group, but opportunities for information and communication technology are not indicated and the statutory requirement for data logging has not been able to be fulfilled because of the lack of resources.

## **ART AND DESIGN**

110. Standards in art and design match those expected nationally by the ages of seven and eleven, and in some classes there are examples of good quality work. Pupils make sound progress in all aspects of art and design and in Year 4 progress is good in printing due to the skill and knowledge of the subject co-ordinator. This is a similar picture to that found at the previous inspection.
111. The school policy for art and design outlines the basis for a balanced programme of art activities, including digital media, which the teaching scheme guides satisfactorily. However, the emphasis in recent years on the development of literacy and numeracy skills, as a result of national and local initiatives, has meant that curriculum and professional development in art and design has slowed. Although new curriculum guidance and support offer teachers the flexibility to match teaching approaches more closely to the needs of their pupils, further support and training is needed to enable teachers to do this more confidently and effectively. Teaching is satisfactory, promoting satisfactory pupils' attitudes to the subject.
112. Pupils' work sometimes lacks flair and imagination, as many pupils do not have the confidence to experiment and 'have a go' with different techniques and media, frequently asking the teacher 'Is this alright?' More frequent, formal, opportunities for pupils to evaluate their own work would alleviate their anxieties to some extent and give them the vocabulary to judge its quality for themselves and to suggest ways forward for its improvement. However, when the teacher's expectations are high, and their teaching is knowledgeable and confident, the pupils make rapid

progress. For example, in a Year 4 lesson using a variety of media to make closely observed sketches, pupils interest was captured by their exploration of textures and colour and they produced work which provided a good basis for further experiment. Although there is a good range of good quality art and design materials available in school, the range used by some teachers is limited, as when a Year 6 class explored the style of Monet using watercolours but not water colour paper. As a result they were unable to use free brush strokes because the paper buckled and better progress was prevented.

113. By the end of Key Stage 2, pupils select and record first hand observations with increasing accuracy and attention to detail. In the infants the pupils make observational drawings of snowmen and trees using chalk pastels. The results are well-balanced and show a sound control of the medium to create the desired effect, suggesting the texture of snow and the tree canopy. Year 2 pupils make well-observed, confident line drawings of classroom plants. Year 6 pupils make chalk line drawings on black paper to capture the ethereal nature of the John Hutton figures on the West Front of Coventry Cathedral. This work is of good quality. Work within a theme is developed satisfactorily. In their work on Egyptian-style fabric patterns, Year 3 pupils show a sound understanding of design and balance of colour, and some pupils begin to explore abstract forms. Year 4 pupils investigate pattern in greater depth experimenting with curled, folded and twisted paper to make sculptural patterns. They use the computer to make strong symmetrical patterns. Observations of patterns at home and school form the basis for good quality block and stencil prints.
114. The co-ordinator provides good support to her colleagues through “visual images” files for each year group. These contain an interesting and varied range of sources and stimuli, which help teachers give their pupils increasing experience of other art forms, cultures, periods and artists to inform their work. No records are kept of individual or group achievement to improve rates of progress in learning, and this is unsatisfactory. However, the co-ordinator has started to prepare a series of exemplar booklets, for example in the use of information and communication technology to support learning of visual images. These give teachers an idea of what above, average and below average work looks like with clear and accurate criteria. The co-ordinator has a clear idea of standards in art and design throughout the school through her monitoring of work displayed, and in sketchbooks. However, she has no opportunity to assume her full management role by evaluating teaching, or demonstrating her own skills to her colleagues, and this prevents standards from rising further.

## **DESIGN AND TECHNOLOGY**

115. At the time of the previous inspection, standards were judged to be in line with those expected at the end of both key stages. Some above average attainment and good progress was noted at Key Stage 1. Currently, the subject is planned as a short block each term and, consequently, there were no lessons during the week of inspection. From scrutiny of work and discussions with pupils, standards in developing skills in making artefacts and cutting and joining materials are broadly in line with those expected at the end of both key stages for pupils of all levels of prior attainment and from all groups. However, there are too few regular opportunities for pupils to design their own products to match given criteria, or to evaluate and modify their designs in the light of testing them, to attain the standards expected in the design and evaluation aspect of the subject at either key stage.
116. The two new co-ordinators are enthusiastic about the subject and have developed a clear scheme of work to guide teachers in their planning. A suitably wide curriculum is planned and the scheme includes work on pneumatics and gears, linked to science, and house design in work linked to the Tudors in history. It contains appropriate and explicit links with literacy, numeracy and information and communication technology. Teaching is variable however, and while some good teaching clearly takes place, not all teachers are confident teaching the subject and some find the scheme too challenging. As a result teaching of some aspects of the subject is unsatisfactory in some classes at both key stages.

117. The organisation of short sessions for the work does allow pupils to follow their work through from planning to completed model and they are often given opportunities to write how they like their model when it is completed. However, it does not allow time for redesign and retesting of parts that do not function effectively. Pupils say that the few occasions when they have worked further on their models are usually only if they have fallen apart. This organisation of lessons also limits opportunities for the co-ordinators to monitor teaching and learning or to be to hand to offer advice and support to colleagues. As a consequence, not all of the planned opportunities in the scheme have taken place and this is unsatisfactory. Sometimes pupils only complete part of the topic, such as the making of fruit salad in Year 2, but not the design or evaluation section of the work. There have been times when a topic is deferred completely. Generally, the topic is completed, but the task is set in such a way that the whole class make models which are virtually identical in design and form. They vary only in the way in which they are decorated, such as when they made torches in work linked to science. This gives pupils good opportunities to develop skills in making but not in designing to meet a set of criteria. The times when they are given opportunities to make an artefact to meet a given criteria and test it to make an evaluation, such as when pupils in Year 5 made musical instruments in a range of styles, are talked about with great enthusiasm by the pupils. Their descriptions of this task and how well they got on, are animated and clearly demonstrate their enjoyment in their learning at that time. They recall, with pleasure, the opportunities they have had to make objects.
118. There are good links to information and communication technology and pupils have made some attractive and eye-catching designs for posters and labels around the school. In Year 3 they have also designed and made plaques linked to art and pupils designed playground markings to improve the quality of playtimes in work linked to personal, social and health education.
119. The co-ordinators and the senior management are aware that the organisation of the subject requires review and that the lack of any whole school system of assessment of pupils' progress or of portfolios of work covered prevents tracking of the progress of individual pupils through the school. There is currently no system by which work covered or standards attained can be monitored to ensure full coverage of all of the required aspects and progress from year to year in the development of skills. For this reason the school development plan has highlighted the need to review the subject and to develop teachers' skills and monitoring systems at both key stages.

## **GEOGRAPHY**

120. Pupils' achievements are satisfactory and they reach standards expected of pupils of their age by the end of both key stages. Standards have dropped slightly at Key Stage 1 since the previous inspection when they were judged to be above expectations. Standards at Key Stage 2 have been maintained. Pupils, including those with special educational needs and those with English as an additional language, achieve appropriately against their prior attainment. This is due to the effective teaching and good support from teaching assistants to include pupils of different abilities in all aspects of the lessons.
121. The overall quality of teaching seen during the inspection and over time is satisfactory. It promotes positive attitudes in pupils, a willingness to respond to questioning and opportunities for pupils to work independently and apply themselves. In the best teaching, pupils are briefed about learning objectives and given guidance about what they are expected to learn. They are encouraged to answer often-probing questions and use appropriate vocabulary. Pupils are generally keen and enthusiastic as a result of the sound teaching they receive. The majority work independently, either individually or in groups and remain on task throughout the lesson. During these sessions, speaking and listening skills are particularly well promoted for all pupils, including those with special educational needs and pupils with English as an additional language.
122. By the end of Key Stage 1, pupils offer reasons why many come to school by car and why others walk. They make a tally chart of this and record their findings on a graph. Pupils make good use of the globe and are full of awe when they study the pictures of what the earth looks like from space. A significant minority are aware that the place they live in is called England. Most pupils

know the physical features of the area they live in, can recognise the names of some local areas and are beginning to learn some geographical vocabulary. In Year 6, pupils study rivers, develop and use appropriate vocabulary associated with this area of geography. They use the information gained during their local studies to discuss in groups how they would improve the environment: for example, by reclaiming derelict land or damaging it, for example, by polluting a river.

123. The leadership and management of the subject is sound and the curriculum is effectively enriched by the provision of fieldwork experiences where each year group makes specific visits appropriate to their area of study. The curriculum provides valuable opportunities for pupils to contrast other localities. The co-ordinator has not as yet implemented effective strategies to monitor the teaching, learning and standards in individual classes and across key stages. As yet there is no whole school method of recording pupils' attainment and progress. Monitoring of planning is satisfactory but there is an imbalance in the amount of time allocated and this reduces the opportunity to prepare staff and pupils effectively to raise standards in this subject. Resources are satisfactory overall, but use of information and communication technology is not used consistently in all classes.

## **HISTORY**

124. Standard of attainment in history are in line with those expected of pupils of seven and eleven and pupils make sound progress at both key stages. This is a similar position to that reported in the previous inspection. It was only possible to observe one lesson during the inspection and judgement is based upon interviews with pupils, observing and discussing a video made of Word War Two by Year 6 pupils, scrutiny of books, wall displays and examination of co-ordinator's planning files.
125. The quality of teaching established from observation and scrutiny of work is satisfactory overall. All pupils, including those with special educational needs make appropriate progress. From discussions with pupils, it is clear that pupils are made aware of the objectives at the beginning of the lesson. This enables them to make satisfactory gains in learning. Other strengths include well focused discussions as observed in Year 3 which effectively extended pupils' thinking about why and how people explored and how the past has helped fashion the present. Attitudes to learning are good and pupils with English as an additional language and pupils with special educational needs are fully included. They make appropriate gains in knowledge and understanding when measured against their prior attainment. Teachers use and encourage the use of historical vocabulary.
126. In Year 2, pupils show enthusiasm for the subject and draw effective comparisons between a 1900 bus and a 1950 bus. They note similarities and differences, discuss them in groups and record their findings. For example, both buses have wheels but a 1900 bus did not have a roof. Similar comparisons were drawn upon cycles through the ages; for example, the Hobby Horse bike is very hard and not very safe whilst a modern bicycle is both safe and comfortable. As well as looking at different photographs, discussing and recording information, pupils are building an understanding of chronology and how over a period of time, buses and bicycles develop and improve. By the end of Key Stage 2, the range and depth of pupils' historical knowledge is satisfactory overall. The development of enquiry skills is sound and pupils have suitable opportunities to find out for themselves about the Blitz, evacuation, rationing books and entertainment. Year 6 pupils use this information to capture their thoughts through dance. Many artefacts, such as sound recordings of songs of that era, bombing and sirens are used well. Members of the Territorial Army have visited the school and taught the pupils the rudiments of marching. This had a positive impact on pupils' learning about the War. Visits to places of historical interest are undertaken and this also enriches the curriculum and the experience of the pupils. There is some good use of information and communication technology, for example in teaching about Tudor houses at Year 5, but this is not consistent throughout the school.
127. The curriculum co-ordinator monitors planning satisfactorily but does not monitor teaching, learning or standards, so that the opportunity to see the whole picture emerging lacks sharpness

and limits the opportunity to raise standards further. There is no whole school system for monitoring and recording pupils' work and the progress they make. The co-ordinator's role to monitor standards through focused and regular review of workbooks is under-developed. The imbalance in curriculum time between history and geography does not positively support improvement in the subject. However, she acknowledges this as an issue to be urgently addressed alongside assessment and is considering strategies to remedy this area of concern.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

128. The previous inspection judged that standards were satisfactory at both key stages. However, since that time there has been a national initiative to raise standards in the subject and pupils nationally achieve higher standards than before. The breadth of the curriculum has widened and expected levels of attainment now include use of the inter-net and e-mail, presentations using sound and pictures as well as text and monitoring of data. What pupils can do in some aspects have improved well since the previous inspection and standards are at levels expected in these areas. However, it is unlikely that the current Year 6 pupils will reach expected levels this year in all aspects of using the computer to make things happen, or in their ability to communicate information using e-mail. This is because historically they have had insufficient opportunity to develop and apply their skills in these areas.
129. During the previous inspection few lessons were seen. The provision of a computer room for pupils at Key Stage 2 and enhanced provision within classrooms for pupils at Key Stage 1 means that all pupils now have the opportunity to use computers on a regular basis. Good arrangements to maximise use of the room were noted when Key Stage 1 assembly was held at a different time from Key Stage 2. Effective use of the suite was observed in Key Stage 2 when lower attaining pupils from two classes in the same year group used a program to improve their literacy skills with good support from a teaching assistant.
130. By the age of seven pupils of all abilities co-operate well and enjoy using the computer to discuss what is happening on the screen and make their own decisions. They improve their word recognition and punctuation skills by selecting words to write sentences about what they see and demonstrate good recall in using on screen icons to position their writing or labels. They understand how to use the keyboard for writing sentences and poetry and how to edit their work by changing letters. They select and combine a picture and frame to illustrate a title. Pupils confidently use books and teacher demonstration to generate colourful abstract pictures by using appropriate on screen tools. They solve their own problems by selecting instructions from 'drop down menus' to achieve the desired effect with a good level of independence. All pupils successfully name their file and save their own work.
131. By the age of eleven, the majority of pupils have good keyboard skills and use word-processing well to communicate to different audiences. Pupils co-operate well to decide how to vary the size and type of print which they combine effectively with animated pictures and sound in preparation for a school web site or slide show about the school. They develop their writing skills in some literacy lessons, but there is little evidence of writing in other curriculum subjects. There are few examples of pupils using the Inter-net for information since computers are not sufficiently available in classrooms at Key Stage 2. Pupils are familiar with how to use a formula in a spreadsheet in mathematical exercises. When using graphics they demonstrate skilful use of tools to stretch and rotate images and represent the styles of well-known artists. Pupils at the end of the key stage are beginning to control a programmable toy.
132. The quality of teaching and learning is satisfactory overall and some good teaching was observed. Teachers often provide good clear demonstrations by projecting a computer screen on to a large screen. This captures pupils' interest and impacts well upon their understanding and confidence in how to proceed. Pupils have good attitudes to the subject as a result. Teachers at Key Stage 1 make effective use of the computer to prepare young pupils for activities in the computer room, which builds their confidence and ability to make good progress during lessons. Pupils in Key Stage 1 benefit from using the computer during lesson time. Good links are made

between art and information and communication technology lessons. However, pupils in Key Stage 2 lack the opportunity to use computers to enhance learning across the curriculum. For example, entering their own data into a spreadsheet in other curriculum area such as in science in order to increase their knowledge and understanding by identifying patterns in results. Some teachers lack confidence and expertise in teaching some aspects of the subject, as a result standards are below those expected. The school is currently in the middle of further training sessions for all teachers to remedy the situation.

133. Co-ordination of the subject is satisfactory. The co-ordinators are recently appointed and enthusiastic. The subject has been rightly identified in the school development plan as an area for improvement. As yet the co-ordinators have not had opportunity to monitor teaching and learning throughout the school. They collect samples of pupils' work, but these are not levelled to monitor progression in standards. There is no whole school system for recording and monitoring pupils' progress. The school has only recently purchased some of the equipment necessary to cover all aspects of the curriculum, to enhance pupils learning in line with the policy of the school or ensure full coverage of statutory requirements for sensing physical change, for example. However, the computer club run by a co-ordinator is popular and provides pupils with opportunities to explore modelling programs and develop their skills. Co-ordinators provide good informal support for colleagues and modify the curriculum in response to teachers' reviews.

## MUSIC

134. At both Key Stages pupils of all abilities make satisfactory progress and reach standards that are similar to those expected for their ages. Standards of achievement have been maintained since the last inspection.
135. At Key Stage 1 pupils confidently sing a variety of songs and hymns, from memory with increasing control over rhythm and pitch. Pupils put much expression into their singing, which is very tuneful, and use accompanying gestures to add emphasis to the words. They learn new songs quickly. They develop a sense of the shape of the melodies and listen carefully in order to recall short rhythmic and melodic phrases. At the end of the key stage pupils use the technical language and vocabulary in appropriate ways in their answers to questions. They draw pictures and symbols to help them explain and reflect the atmosphere created for them whilst they listen to a variety of pieces. In response to 'Morning' from 'The Peer Gynt Suite' by Greig, pupils suggest it is relaxing, smooth and reminds them of buds opening in spring and are keen to talk about the feelings they experience. The school is joining together with other schools in a 'morning of music' to enhance pupils' experience of making music with others.
136. At Key Stage 2, pupils successfully build on previous work and they explore different ways in which a range of instruments might be played. They identify simple patterns and repeat them with varied levels of ability and make satisfactory progress in developing both composing and performing skills. Towards the end of the Key Stage pupils are able to identify the pattern that best describes the sound heard by a particular instrument played by their teacher. They use graphical notation to relate to sounds heard and produce a varied and valid range of pictorial symbols to represent the different tempi in "The Sorcerers Apprentice" by Dukas for example. Pupils listen attentively when appraising music and a well-designed work sheet that helps them to focus on and relate to elements such as tempo, ostinato, silence, texture and the range of instruments being played. Pupils relate a fast beat to busy, rushing feelings and slow to sleepiness. Pupils know that texture in music is created through layering of different sounds. They make at least satisfactory progress in lessons and understand how the mood of a piece of music is created and its capacity to affect listeners.
137. The quality of teaching is satisfactory overall. In the lessons seen, the quality of teaching was good in half of the lessons and satisfactory in the remainder. In good lessons succinct questioning helps pupils reflect on and use the full range of their knowledge and understanding about different styles of music, for example. Clear explanations help pupils of all abilities

become aware of what is required of them. The lesson structure reflects the planning well and during lessons, where appraisal is the main focus, an effective range of pieces is used to simulate and maintain pupils' interest. High expectations for behaviour and response are reflected in pupils' good or very good attitudes and behaviour. Pupils enjoy moments of humour but return to the task in hand quickly and sensibly. Management of pupils and resources is good. Summing up is effective during the sharing session at the end of the lesson and pupils are kept informed about the next stage in their musical development. In less successful lessons, which are still satisfactory, unimaginative planning does not allow pupils to practise, improvise or invent their own rhythm patterns. Pupils are not encouraged to record their compositions so that they might develop or play them at a later date. The teacher does not always give pupils a sufficiently clear lead into performance. Although pupils' performance is recorded and played back to them, there are no opportunities for pupils to express their personal opinions about what has been achieved in order to help them improve. The school does not have a music specialist on the staff, but capitalises on the good support given by a visiting musician who co-ordinates the teaching of singing throughout the school. He also compiles tapes that are used in assemblies and they match the needs of both the pupils and the occasion well.

138. There are no formal arrangements in place for recording assessment in the subject in order to plan future work more successfully and raise standards. However, on-going assessment during lessons is satisfactory and enables teachers to be aware of pupils' present attainment levels. All pupils in Year 3 learn to play the recorder and some older pupils in Key Stage 2 receive guitar, piano and keyboard lessons where possible. The co-ordinator arranges visits from musical groups and ensembles from different countries and traditions to enhance the contribution music makes to pupils' knowledge and understanding and also their cultural development.
139. Leadership in the subject is satisfactory. The music co-ordinator has recently produced a new draft policy and plans to adopt a new scheme of work that is more supportive to the non-specialist. Although at present she has not had an opportunity to oversee the progression in music throughout the school, she is aware of the need to further develop some teachers confidence in teaching the compositional and performance aspects of the music curriculum. The quantity and quality of resources are satisfactory; they are stored in an appropriate way.

## **PHYSICAL EDUCATION**

140. Standards in physical education are above those expected at the end of Year 2 and Year 6. This indicates an improvement from the previous inspection, when standards were judged to be in line with the national expectations at the end of both key stages. The curriculum co-ordinator has been instrumental in bringing about improvement in standards through her enthusiasm and commitment. She is supportive of staff and ensures that the quality and range of equipment is appropriate. The policy and scheme of work support the curriculum and resources are good. The school has worked hard to raise standards and achieved success in all the required disciplines. However, she does acknowledge that more effective monitoring of teaching, learning and standards, supported by effective assessment procedures, are required to raise standards even further.
141. Teaching is good overall at both key stages. Teachers have high expectations of both behaviour and skills development. Planning is good and pupils enjoy crisp, enjoyable and energetically challenging lessons, which proceed at a good pace. All the required disciplines are taught and pupils make good progress overall. There is a suitable range of extra-curricular activities and these enhance skill development appropriately. The good quality of the teaching has a positive effect upon pupils' response to the subject. Pupils of all levels of prior attainment and from all groups thoroughly enjoy their physical activities. They take responsibility for moving and caring for equipment. Pupils and staff dress appropriately, are punctual for their lessons and pupils are aware of teachers' expectations in terms of managing their own behaviour.
142. Pupils in Years 1 and 2 work enthusiastically to improve the control they have of the movement of their bodies. They are aware of health and safety issues and the need for warm up and cool down activities. Pupils' co-ordination skills are developing extremely well in gymnastics, dance and games. They work hard in developing their individual skills, whilst at the same time

collaborating in pairs, in groups or as a class. Their knowledge and expertise in finding and using space is good.

143. The opportunities in Key Stage 2, indicates improved quality and range. The gymnastic movements and ball skills acquired by the age of seven are built upon and progress can clearly be seen. Ball skills being developed by the pupils display considerable expertise, particularly when “scooping up” both stationary and rolling balls and linking these movements to other players in the group. Their co-ordination skills are improving steadily in their gymnastic movements. Pupils transfer from one piece of apparatus to another with fluidity, grace and confidence. Swimming is an important aspect of the physical education programme and almost all pupils achieve the 25 metres unaided swim. Pupils in Years 3 and 4 attend swimming sessions over a period of two years and because of the enthusiasm and expertise of the pool instructor staff, many pupils exceed the basic requirement and achieve higher swimming awards. Standards in dance, in the lessons observed, are good. Pupils interpret music well. They respond to rhythm creatively and independently. They produce good quality movements and respond positively and appropriately to the mood of the music. In the summer months, pupils participate in athletics extending previous activities, such as running and jumping with events, such as javelin, discus and the shot. They enjoy using the new safety equipment. Pupils at the end of the key stage are provided with the opportunity to participate in a residential experience in North Wales. This offers suitable opportunities for other sporting activities, such as canoeing and abseiling.

## RELIGIOUS EDUCATION

144. By the age of seven and eleven, pupils’ attainment in religious education is in line with that expected by the locally Agreed Syllabus. This is similar to the findings of the previous inspection. Leadership and management in the subject are satisfactory.
145. Pupils’ attitudes behaviour and personal development in the subject are good at both key stages as a result of teachers’ creative approach in presenting interesting lessons from a well structured scheme of work. In all lessons observed pupils were actively engaged in their tasks. Teaching is satisfactory overall at both key stages and first hand experience is used well to enhance learning. At Key Stage 2 some examples of good teaching were observed. Teachers have a secure knowledge and understanding of the subject and there are good examples of the use of literacy in the subject and planned opportunities for spiritual development. In all lessons, children with special educational needs are all included with extra help to ensure they take full part in the lesson.
146. At Key Stage 1 work in the subject is not always recorded, but from discussion with pupils it was possible to ascertain that they have a sound knowledge and understanding of the topics covered. They remember a visit to the local church and can describe the special clothes worn by the vicar and parts of a church. They can talk about baptism and the symbolism of the water and the cross made on the baby’s head. They know that the cross symbolises the death of Jesus and can use specific vocabulary such as ‘font’. They explain that God is the father of Jesus and that although we cannot see him he can see us. They remember Bible stories like the Good Samaritan and know that there is a need to look after others.
147. Good use is made of visits and visitors to the school. The school is able to draw on people from different cultures in order to enrich the pupils’ knowledge and understanding. Teachers’ demonstrate that a visit is a special occasion by choosing appropriate music, which creates a reverential atmosphere as pupils enter the hall. The teachers guide pupils to ask appropriate questions. New vocabulary was supported by the use of flash cards and the plenary was used as a good opportunity to recap on what had been learnt and reinforce specific names and vocabulary. They remember the stories of Guru Nanak, told by a Sikh parent who came to talk to the pupils and could remember and describe her special clothes and the fact that she had to wear a scarf and take her shoes off when she went into the temple. In a Year 4 class the teacher’s creative use of a travel bag containing artefacts needed to go on a Hajj maintains pupils’ interest. Good use was made of the specialist knowledge of one of the pupils who had been on a Hajj.

The pupils know that the Qu'oran is a special book and can recognise a prayer mat and know its use. In a Year 5 lesson on freedom the teacher's good use of a song as a starting point provides an interesting stimulus and all pupils became actively engaged in producing good quality work on what freedom meant for them. In Year 6, pupils are able to show how the feeling of anger can be expressed in a variety of forms. In the plenary the teacher used a quote from the Bible 'never let the sun go down on an argument' as a planned opportunity for pupils to reflect in order to develop their spiritual awareness. However, very few pupils in one of the Year 6 classes have knowledge of the Bible that is secure enough to discuss with confidence times when Jesus was angry.

148. The co-ordinator has a good knowledge and understanding of her subject and as a result is gaining in confidence. She has produced an effective scheme of work but as yet lacks the opportunity to monitor and evaluate teaching and learning. There is no whole school system for recording or monitoring pupils' work and progress. The time allocation is less than the recommended amount. As a result attainment is limited to satisfactory, because there is not sufficient time for teachers to raise standards further. This reflects the fact that the subject has had a low profile in the school in recent times.