

# **INSPECTION REPORT**

## **LEMINGTON FIRST SCHOOL**

Lemington, Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108456

Head teacher: Mrs S Craigen

Reporting inspector: Mrs J Bell  
2456

Dates of inspection: 5 – 8 June 2000

Inspection number: 194247

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
School address:	Rokeby Street Lemington Newcastle upon Tyne Tyne and Wear
Postcode:	NE15 8RR
Telephone number:	0191 2674315
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Appropriate authority:	Newcastle upon Tyne
Name of chair of governors:	Councillor J Gordon
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Bell	Registered inspector	Mathematics	What sort of school is it?
		Design and technology	The school's results and achievements
		Physical education	How well are pupils taught?
		Areas of learning for children in the foundation stage	Leadership, management and efficiency
Mr T Smith	Lay inspector		Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents
			Links with the community
			Accommodation
			Resources
Mr J Haves	Team inspector	Science	Staffing
		Information technology	Pupils spiritual, moral, social and cultural development
		Geography	
		Religious education	
		Special educational needs	
Mrs P Smith	Team inspector	English	How good are the curricular and other opportunities?
		Art	Assessment and monitoring of academic achievement
		History	
		Music	
		Equal opportunities	

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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London  
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</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 achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</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>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a nursery and first school and admits pupils aged 3 to 9. It serves mainly its immediate area in the village of Lemington in the outer west of the area of Newcastle upon Tyne. The school was built in 1909 and occupies four separate buildings. It is surrounded by streets of 19<sup>th</sup> century terraced houses. The school is an average size with 226 pupils on roll; 122 boys and 103 girls, including those in the nursery. The pupils are mainly from white, English speaking families. There are 71 pupils on the register of special educational needs, one of whom has a statement. 104 pupils are eligible for free school meals, 46 per cent of the school population, which is well above the national average. Children enter school with a broad range of prior attainment and experience but many have social, language, literacy and number skills that are well below expectations for their age.

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

The school is effective and ensures that pupils learn well and make progress. Standards are below average in English by the age of seven and when pupils leave the school at the age of nine but standards are improving over time. Pupils' attainment matches the standards in similar schools and is well above these schools in mathematics. The quality of teaching is mainly good, with very good teaching in almost a fifth of lessons. The teaching is very good in the nursery and reception classes and the provision for children under five is a strength of the school. The leadership and management of the school are good and the head teacher has a very good understanding of the school's needs. The school has effective systems to monitor and evaluate its work and this supports the pupils' learning. Financial management is good and the school provides good value for money.

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

- The school is well managed by the head teacher, deputy head teacher and senior staff ; the head teacher provides a very good direction for school improvement.
- The school effectively monitors and evaluates its work and uses the information to improve the quality of learning and to raise pupils' attainment.
- There is a substantial amount of good and very good teaching and this supports pupils' learning and progress, particularly in classes with children under five and in Key Stage 1.
- The pupils are well cared for.
- The school is developing good links with parents.

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

- The pupils' standards, particularly in English.
- The consistent use of the school's behaviour management procedures.
- The pupils' opportunities to take responsibility and to become independent learners, particularly in Key Stage 2.
- The role of the governing body in whole school planning and in monitoring the school's effectiveness.

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

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

The school has made good progress since the last inspection in 1997. Most issues have been dealt with. Although the school now admits many more pupils with special educational needs, standards have improved, particularly when measured against schools with a similar intake of pupils. The pupils with special educational needs are well supported; their individual education plans are well written and make clear what is needed to help them make progress. The school has improved its assessment procedures

and teachers' planning of pupils' work now takes account of the information gained from assessment to match work to what pupils already know. As a result staff have higher expectations of the pupils and present tasks that provide sufficient challenge for all pupils, whatever their abilities. The school now has useful schemes of work to support teaching and learning. The children in the nursery and reception classes are very independent; they make choices about their activities, take responsibility for getting out and returning equipment and review what they have done. However, although this is built upon in Key Stage 1, pupils in Key Stage 2 still have too few opportunities to become independent learners. They show only limited responsibility for their work.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	E	E	E	C	well above average A above average B average C below average D well below average E
Writing	D	E	D	C	
Mathematics	C	D	C	A	

Many children enter the nursery with well below average skills in language, literacy and number; social skills are often not well developed. By the age of five they make substantial gains in their early reading and writing skills but attainment is below expectations for their age. The children's early number skills are often sound by the age of five. Their personal and social development is good; they are confident and competent learners and well prepared for work in Key Stage 1. Trends over time show that the school has improved since the last inspection even though it now admits more pupils with special educational needs and this limits the number of pupils attaining the higher levels. Pupils make good progress up to the end of Key Stage 1 and make sound progress in Key Stage 2. Most achieve standards in tests that are below average but match the standards in similar schools. The pupils achieve well in mathematics; attainment matches the national average and is well above similar schools. Teachers' assessments of pupils' attainment in science showed levels that were well below the national average but in line with those in similar schools.

Pupils' current work in English is below average but the strong commitment of staff to raise standards, together with good teaching in the well-organised literacy hours, have a positive impact on learning. The good match of work to what pupils already know and the regular mental arithmetic and practice sessions has improved pupils' confidence with numbers. Current work in mathematics shows substantial improvement and standards meet those expected for seven year olds. The school's focus on investigative and experimental science is enabling many pupils to make good progress and standards are improving, although still below average. Standards in information technology are steadily improving but are below expectations for the end of Key Stage 1. Standards in religious education are below the requirements outlined in the Agreed Syllabus. The school has analysed test results and used the information to set realistic targets for improvement. These are improving standards in Key Stage 1 and are beginning to impact on pupils' attainment in Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils mainly have good attitudes to school and are eager to learn.
Behaviour, in and out of classrooms	Behaviour in classrooms and around the school is mainly good. However, a significant minority of pupils lack self control and do not behave well.
Personal development and relationships	Relationships are mainly good. Pupils' personal development is improving although pupils in Key Stage 2 have too few opportunities to become independent learners.
Attendance	Attendance is broadly in line with the national average.

In Key Stage 2, a significant minority of pupils frequently show little interest in their work and are often reluctant to take a full part in lessons. These pupils behave satisfactorily when challenged by their tasks and teachers have good class control. When classroom management is not fully effective, learning is disrupted and time is wasted. Children in the nursery and reception class have very positive attitudes to their work and behaviour is very good.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. It was at least satisfactory in 92 per cent of lessons; teaching was good in 52 per cent of lessons and very good in a further 18 per cent. Teaching was satisfactory in 22 per cent of lessons and was unsatisfactory in only 8 per cent of lessons. The substantial amount of effective teaching enhances pupils' progress and promotes good standards of work and behaviour. Teachers and support staff work well together to support pupils with special educational needs. The quality of teaching in the nursery and reception classes is very good. Teaching is often good at Key Stage 1 and is mainly satisfactory in Key Stage 2 with good, and sometimes very good teaching in one class. Teaching is strongest when based on the careful assessment of previous work, pupils are helped to work independently and lessons are taken at a good pace. Most pupils learn effectively but, in a few unsatisfactory lessons in two Key Stage 2 classes, the pupils did not respond well to the too frequent use of the school's procedures for managing behaviour. Teachers are implementing satisfactorily the national Literacy and Numeracy Strategies and teaching is mainly sound in both these areas, with good teaching in a few lessons at both key stages.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is mainly broad, balanced, relevant to the ages and interests of the pupils.
Provision for pupils with special educational needs	The provision for these pupils is good and they are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The schools' provision for pupils' spiritual, moral, social and cultural development is satisfactory. Moral provision is good, but more needs to be done to promote a greater understanding of other cultures.
How well the school cares for its pupils	The teachers know the pupils well and provide a good level of care and support.

There are good links with parents and the school has developed several positive initiatives to enable parents to learn how best to support their children's learning. The school meets statutory requirements for the curriculum and religious education. The curriculum opportunities for the children under five are very good and they make a very good start to their education. The school enhances the curriculum through a range of out of school visits linked to topic work and the provision of some extra-curricular sporting activities. There are too few opportunities for pupils to learn about other cultures and traditions.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is well led and managed by the head teacher, deputy head teacher and other senior staff. Governors are very supportive of the school.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities but have a limited role in strategic planning and monitoring school effectiveness.
The school's evaluation of its performance	The school has very effective procedures to monitor and evaluate its effectiveness.
The strategic use of resources	All resources are used well to support pupils' learning.

There are sufficient numbers of qualified and experienced teaching and support staff to teach the curriculum to all pupils. The four buildings provide ample accommodation for the number of pupils. Standards of cleaning are high, but many areas of the school are in poor decorative order and in need of general maintenance. The school has sufficient learning resources to teach all subjects of the National Curriculum, with the exception of music and religious education where they are unsatisfactory and outdoor play equipment for the children under five, much of which is old and in need of refurbishment or replacement. Financial planning is good and decisions for spending are closely linked to the educational priorities identified in the development plan. The governors ensure that these decisions provide the best value for the pupils. Taking into account the attainment of pupils on entry, the

progress they make, and the quality of the education provided, the school provides good value for money.

#### **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>• They feel comfortable about approaching the school with any problems.</li><li>• The teaching is good.</li><li>• The school has high expectations that children will work hard and do their best.</li><li>• The school works closely with parents.</li><li>• The children like school.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside of lessons.</li><li>• The information about their children's progress.</li></ul>

The inspection findings support the parents' positive views. Parents have sufficient opportunities to find out about their children's progress and the quality of information sent out by the school is good. The school provides a range of extra-curricular activities but these are only linked to sporting activities.

## **PART B: COMMENTARY**

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

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

1 The school admits children from across the full range of attainment and previous experience. However, many children enter the nursery with well below average skills in language, literacy and number. Their social skills are often not well developed but they relate well to adults and are eager to learn. This is reflected in the school's assessment of its children on entry. The last inspection report stated that the progress of children under five was good and this has improved and progress is very good for most children. The children are very well taught in the nursery and reception classes and this ensures that they achieve well in their learning. By the age of five they have made substantial gains in their early reading and writing but their achievement is still below what is expected at this age for many children, although about a quarter are at the level expected in their writing skills. The children's early number skills are often sound by the age of five and they make rapid progress in their personal and social development so that by the age of five this is good and they are confident and competent learners and well prepared for work at Key Stage 1.

2 Most pupils make good progress in English throughout Key Stage 1 although national test results are well below average in reading and below average in writing. Trends over time show that the school has improved since the last inspection even though it now admits more pupils with special educational needs and this limits the proportion of pupils attaining the higher levels. Pupils learn effectively due to the substantial amount of good teaching; standards in both these subjects are at the level attained in schools with a similar intake. The school has effectively analysed test results and found that boys are underachieving. It has targeted the boys' attainment in English as a priority in the current school improvement plan. Inspection findings show that boys' attainment is lower than that of girls. The school's priorities are justified; the useful initiatives such as getting well known sportsmen to share books with pupils and inviting fathers in to read with the pupils are beginning to improve attitudes to reading. Pupils' current work in English is below average but the strong commitment of staff to raise standards, together with good teaching in the well-organised literacy hours, have a positive impact on learning.

3 The school's performance in national tests in mathematics for pupils at the end of Year 2 has substantially improved since the last inspection and standards now match the national average and are well above the standards attained in similar schools. Teachers have improved their assessment procedures and use the information gained to provide work that is well matched to what pupils already know. This is successfully improving pupils' learning and the school's implementation of the daily numeracy lesson with its regular mental arithmetic and practice sessions has improved pupils' confidence with numbers. They regularly practise number bonds and tables and many pupils show a good understanding of mathematical language. Current work in mathematics shows substantial improvement over time. The standards observed during the inspection reflect the test results at Key Stage 1.

4 The teachers' assessments of pupils in science in 1999 showed that their attainment was well below the national average but was at the levels attained in similar schools. However, the numbers of pupils attaining the higher levels was very high when compared to these schools. The school's focus on investigative and experimental science is enabling many pupils to make good progress over time and inspection findings show that standards, although still below average, are improving.

5 The school has analysed test results and used the information to set realistic targets for improvement. These are improving standards in Key Stage 1 and are beginning to impact on pupils'

attainment in Key Stage 2. Pupils build upon their learning at Key Stage 1 and make sound progress. When they transfer to middle school at the age of nine their attainment in English is mainly below expectations for their age. A few higher attaining pupils read fluently across a range of texts including, fiction, non-fiction and poetry. These pupils also attain standards in writing that meet expectations for their age, although most pupils attain below the expected levels for their age in reading and writing. Although learning is mainly sound in mathematics in Key Stage 2, progress is more rapid and often good in one of the mixed Year 3/4 classes but is mainly sound in the other two classes where a small amount of unsatisfactory teaching means that in these lessons pupils do not learn effectively and progress is slow. In these lessons, pupils are not always well managed and behaviour deteriorates due to the teachers' heavy over reliance and inappropriate use of the school's behaviour policy. For example, in one lesson too much time was spent giving punishments to pupils. This significantly reduced concentration in mathematics. However standards meet those expected by the age of nine.

6 By the age of nine, most pupils conduct simple experiments competently, but the written recording of their work in science varies in detail and explanations are often at a simple level so that new learning is not consolidated. Many pupils have limited vocabulary and find it difficult to explain what they have found out. A few more able pupils record their experiments clearly and provide well thought out explanations, but many other pupils lack a secure understanding of the principles behind their work.

7 Pupils enter Key Stage 1 with below average skills in speaking and listening. They make good progress in listening and by the age of seven they listen carefully to teachers and follow instructions well. The progress made in speaking is less rapid and although pupils are developing their vocabulary, they rarely ask questions about their work, they make short replies to teachers' questions and do not readily extend their answers. By the age of nine, progress is mainly sound but there are too few opportunities for debate and sharing ideas. This aspect of learning is sometimes limited in two classes because a minority of pupils do not concentrate and hamper the learning of others. In the third class, where the teacher has high expectations of work and behaviour, pupils make better progress and in a good lesson made gains in their confident use of descriptive language to describe what they imagined when listening to a piece of music. Although pupils at both key stages undertake tasks that extend their vocabulary, new words are not reinforced by all teachers to enrich pupils' vocabulary.

8 Pupils in Key Stage 1 make steady progress in information technology and build upon the sound foundation for learning in early years. However the school does not have sufficient resources to enable pupils to practise and use their skills in lessons regularly and by the age of seven standards are below expectations for this age. Pupils can move text and pictures and use programs to support spelling. However, they have little knowledge of control technology and are unsure how to program the movements of a floor robot. By the time they leave the school at the age of nine, pupils use a word processor satisfactorily and can save, retrieve and print their work. They use a CD-ROM to find information but overall pupils have insufficient opportunities to use computers to support their learning and to enable them to reach the standards expected for their age. The school has established effective priorities to deal with these limitations as resources become available.

9 Pupils make satisfactory gains in their learning in religious education as they move through the school; they make steady progress in their understanding of Christianity and are beginning to learn about other faiths. However, standards by the age of seven are below those identified in the Locally Agreed Syllabus. Pupils at the end of Year 4 attain standards that are below expectations for their age. Pupils' do not always have the writing skills to record work or the vocabulary to talk about what they know.

10 Pupils consolidate and build upon their earlier work in most subjects as they move through the school. Their achievement in art, music and physical education is broadly satisfactory by the time they leave the school at the age of nine; they make gains in their learning at both key stages. The pupils have had limited opportunities in design and technology but have made some progress in their learning. Most pupils make sound progress in history and geography but attainment is often below expectations for their age due to their weak writing skills and limited vocabulary.

11 The school has a large number of pupils with special educational needs and they are well supported in both their group and individual language and literacy activities. The quality of learning by pupils with special educational needs is good throughout the school. The pupils with special educational needs make sound and sometimes good progress against the realistic targets set for them, which are clearly identified in their individual education plans. These are often useful; tasks are clearly set out, well matched to what pupils have already learned and enable them to achieve success. They are well supported by specialist staff and the school's effective use of assessment to match work to pupils' earlier learning means that they are provided with work that is well matched to their needs when they work with the rest of their class. The school has responded successfully to the previous inspection report and the provision for pupils with special educational needs is good.

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

12 Pupils' attitudes to work, their behaviour, relationships with others and their levels of attendance are similar to those found at the last inspection when they were mainly satisfactory and often good. Their personal development has started to improve. Pupils enjoy coming to school. Most are ready and willing to meet the challenges offered, but many have short attention spans and require regular intervention from their teachers to remain on task. Most listen well to their teachers and respond sensibly. However, in Key Stage 2 in particular, a significant number of pupils frequently show little interest in their work and are often reluctant to take a full part in lessons. Children in the nursery and reception class have very positive attitudes to their work. They are already developing good work habits and sustain interest and enthusiasm in whatever they are doing.

13 Behaviour in class generally reflects pupils' attitudes to work. In the nursery and reception class it is consistently very good with children showing good self-discipline and respect for others. Elsewhere in the school, many pupils have limited self-control, and a significant number of them exhibit very challenging behaviour, particularly in Key Stage 2. They require constant firm discipline from teachers in order to behave well. As a consequence, whenever classroom management is not fully effective, the smooth flow of lessons is disrupted and time is wasted. Behaviour out of class is generally good and pupils understand the consequences of their actions on others.

14 Bullying is not a problem. No incidents were observed during the inspection. Exclusions are high and have risen since the last inspection, but in all cases are dealt with properly. They are due to the repeated poor behaviour of two pupils. Pupils care for their school and treat its fabric and fittings with due respect.

15 Pupils' personal development is now satisfactory. Most follow instructions well and are able to work on their own when tasks are made clear to them, but they have relatively few opportunities to carry out research or to plan activities for themselves. Older pupils are developing confidence through their role as Year 4 Assistants. The youngest children, in the nursery and reception classes, display very good personal and social development. They work productively without direct supervision, clearly understand the importance of sharing and of taking turns, and will tidy up at the end of sessions.

16 The quality of relationships throughout the school remains good. This makes a significant contribution to the quality of education provided. In lessons pupils work well together in pairs and

groups, and usually share ideas and equipment sensibly. At playtime, and when eating their lunch, they are friendly and sociable.

17 Attendance has shown little variation since the last inspection and remains just below the level typically found in primary schools across the country. Unauthorised absence remains low. Punctuality is generally good; most pupils arrive on time and are settled in class promptly at the start of sessions, but a few regularly arrive late and this impacts on learning since they miss the start of lessons.

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

18 The quality of teaching is good. The quality of teaching has improved since the inspection; the amount of very good teaching is much higher and the proportion of unsatisfactory teaching is much lower. Teaching was at least sound in many lessons and good in well over two thirds, with very good teaching in almost a fifth of lessons. Teaching was unsatisfactory in a few lessons in two of the Key Stage 2 classes. The substantial amount of good and very good teaching effectively enhances pupils' progress and in the best lessons the teacher's high expectations of the pupils promote good standards of work and behaviour. In the most effective lessons, the teachers' enthusiasm motivated the pupils and they learned well through the challenging and interesting activities that were provided. For example in a good mathematics lesson in Key Stage 2, the teacher led a brisk oral session and challenged pupils to show how they solved problems. He effectively reinforced their application of what they had learned to new work. Most staff ensure that work is well matched to the pupils' earlier learning; for example, in the literacy lessons the group tasks are planned to meet the needs of all abilities in the mixed age classes. They plan their lessons well and make clear what they expect pupils to learn. Teachers and support staff work well together to support pupils with special educational needs.

19 The quality of teaching in the nursery and reception classes is very good; it enables these children to achieve well and make very good progress in their skills and understanding across all the areas of learning. The very good teaching ensures that the children under five make an excellent start to their learning and are well prepared for future work. In a very good language lesson in the reception class, the teacher shared a story with all the class and the very well organised activities enabled the children to begin to build their written vocabulary. The teacher's very good understanding of the stages of children's development of language ensured a good pace to the lesson and tasks that were well matched to the different abilities of the children. The quality of teaching at Key Stage 1 is mainly good. Where teaching is most effective, teachers are clear about the skills pupils will learn and how these will be taught. This was evident in a very well taught science lesson where Year 1 pupils learned to sort materials against given criteria and created sets according to appearance, texture or magnetic properties. The teacher effectively created a sense of excitement while maintaining routines for work and behaviour that were clearly understood and respected by pupils. The teacher's effective questioning encouraged them to develop an investigative approach to their learning and they made good progress in their identification of the properties of materials such as plastic and could make reasonable predictions about which would be attracted to the magnets.

20 The teaching is mainly satisfactory in Key Stage 2 with good, and sometimes very good teaching in one class and sound teaching with a few unsatisfactory lessons in the other two classes. In effective lessons the teachers' lively presentation promotes a high level of participation by pupils. For example in a very good music lesson with Year 3 and 4 pupils, the teacher skilfully led a discussion on the pupils' past experiences of listening to music and they talked about work from composers as diverse as the Beatles, Mozart and Vivaldi. The teacher used his own good knowledge, understanding and enjoyment of music to promote the pupils' interest. They listened carefully and made expressive and imaginative suggestions about the feelings and ideas evoked by the well-chosen pieces of music provided by the teacher. He managed the pupils very well and they responded well to his good use of humour.

21 In the few lessons in Key Stage 2 where teaching was unsatisfactory they mainly reflected the inappropriate class management strategies used by the teachers. The pupils did not respond well to too frequent use of the school's procedures for managing behaviour. For example, teachers intervene too quickly in quite minor incidents and this slows the pace of lessons. At other times they single out pupils for aspects of behaviour and then ignore other pupils whose behaviour is worse. Pupils begin to lose respect for the procedures. When sent to the head teacher as the final sanction for dealing with difficult situations, they either refuse to go or take a delight in being out of the classroom. The teachers' routines and expectations are not well enough established and they do not have a confident view of how to manage the pupils' learning. They rely too heavily on the school programme rather than developing their own useful strategies for managing the class and promoting pupils' self discipline.

22 The pupils with special educational needs receive extra help and are well taught by the specialist support staff. They make good progress in these sessions as well as in the whole class situations where the work is well matched to their needs and takes good account of the individual targets identified for their learning.

23 Teachers' subject expertise is sound throughout the school and has improved in information technology since the last inspection. Teachers are implementing satisfactorily the national Literacy and Numeracy Strategies and teaching is mainly sound in both these areas, with good teaching in a few lessons at both key stages. Pupils of all abilities make good gains in their knowledge and understanding in these subjects, particularly in their competent use of number. This has had a positive impact on pupils' progress and resulted in improved standards in tests at the end of Key Stage 1. There are some planned opportunities for pupils to use their literacy and numeracy skills in other subjects. For example, there is some use of writing skills in geography, history and religious education whilst numeracy skills are applied to measuring in design and technology and in science, where findings are sometimes recorded in graphs and tables.

24 Most teachers provide positive and constructive feedback to pupils about their work and this shows them how to improve their learning. All teachers mark work regularly but marking does not always have enough detail about what pupils need to do next to improve their work. Teachers make regular and accurate assessments of pupils' work, usually at the end of a topic or unit of work and use the information gained from these assessments to plan work that builds effectively on what pupils already know and this promotes their learning. Teachers' weekly and daily planning is modified to take account of gains made by individuals and groups of pupils and work is well matched to the wide range of abilities within the mixed age classes. Teachers plan closely together to ensure that pupils have the same opportunities and access to similar experiences. The analysis of test results has resulted in priority to deal with the low attainment of boys. This is beginning to have an impact on current work by improving their attitudes to reading and writing.

25 Most teachers use a sound range of strategies that include whole class, group and individual work. In most classes, pupils are well managed and discipline is good. In these lessons, time is well managed but the pace is sometimes slow in the lessons where the poor behaviour of a minority of pupils is not managed effectively. Resources are well chosen and managed to support pupils' learning, particularly in classes with children under five. In the most effective lessons, pupils are encouraged to make choices of equipment and materials and to take responsibility for getting out and returning them. For example pupils take responsibility for games equipment in the physical education lessons. Children access and return their equipment sensibly in the nursery and reception classes and Key Stage 1, but there are too few opportunities for pupils to become responsible, independent learners in Key Stage 2.

26 Support staff are well deployed and briefed and their role complements that of the teaching staff. Throughout the school, teachers give homework that has a positive impact upon pupils' reading, spelling and learning of number facts. In Key Stage 2, pupils' skills in finding information supports topic work in areas such as science.

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

27 The curriculum for the children under five is good. It is rich, stimulating, and wide-ranging. It fully covers the nationally recommended areas of learning for children of this age. The curriculum meets the needs of young children and allows them to make good progress. Planning for the under fives is detailed and well-structured, with sufficient flexibility to meet the learning needs of all children.

28 The curriculum planned at both key stages satisfactorily covers the required range for all pupils. This is a significant improvement since the last inspection when art, design and technology and geography did not fully cover the statutory curriculum. This was mainly due to a lack of detailed schemes of work. Schemes of work are now in place for all subjects, and currently these are being reviewed in line with Curriculum 2000. The school now meets statutory requirements as it includes all subjects of the National Curriculum and provides for religious education and sex education. At the last inspection, the teaching time in Key Stage 2 was slightly below national recommendations for primary schools. This has now been adjusted. There is a strong focus on literacy and numeracy. A reasonable balance of time is also provided for science, religious education, information technology and other subjects of the curriculum. A suitable programme of personal, social and health education, including drugs education is provided. Sex education is taught according to the school policy, mainly through science. Health education is linked to science, physical education and is also taught at times specially designated for personal and health education. The school is working towards a Healthy Schools Award for its provision.

29 There is a consistent approach to planning because teachers work together to ensure that the curriculum is well covered. All classes, except the under fives, contain pupils from two year groups and planning satisfactorily meets the learning needs of the wide range of ability found within each class. Planning is detailed and ensures that basic skills are satisfactorily taught in a step-by-step way. Planning is based on the literacy and numeracy programmes, and structured schemes of work. Religious education follows the guidance of the Locally Agreed Syllabus. Planning effectively allows literacy and numeracy to be used in other subjects to reinforce learning. For example, numeracy skills are extended to history in Key Stage 1 when pupils use a simple graph to record their history findings. Older pupils use graphs to record their findings in science and use measures when making models. They use reading and writing skills to write up experiments and to support their work in history, geography and religious education. Very successful links are made between literacy and music. Although planned opportunities linking literacy to other curriculum areas reinforces learning, the impact on standards is limited because of the underdeveloped speaking and reading skills of a large proportion of pupils.

30 All pupils have equal access to the curriculum. The curriculum is well planned to match learning to meet the needs of all pupils with differing abilities, particularly in mathematics and English. Provision for pupils with special educational needs is good; it is good for the under fives and satisfactory for pupils in both key stages. Pupils with special needs are well supported by specialist staff and their individual learning programmes are monitored and regularly updated with the involvement of the pupils and their parents. Provision has improved since the last inspection. The school's provision for more able pupils is made through more challenging planned activities within lessons. The English co-ordinator has created opportunities to teach higher attainers as a group to further extend writing opportunities at both key stages. All pupils have suitably challenging learning

targets in mathematics and English. Boys and girls have the same opportunities to make progress. The school regularly analyses the standards achieved by pupils and is aware that girls out perform boys in reading. Staff have introduced strategies to help to generate boys' enthusiasm for literature. These include opportunities to read at lunchtime. A storyteller from the local rugby team has joined the lunchtime sessions and this has been effective. More books to interest boys have recently been bought. In the classroom boys and girls receive equal attention, with questions posed to boys as well as girls.

31 Provision for extra-curricular activities is limited. All teachers and non-teaching staff actively support the library groups at lunchtime. Plans are made to extend these activities to include art, drama and music. After school activities are of a sporting nature and include a running club, football, mini-rugby and cycling proficiency.

32 The strong procedures praised at the last inspection for monitoring and evaluating the curriculum have been further developed. The head teacher and co-ordinators for English, mathematics and science monitor their subjects rigorously. They evaluate curriculum planning, samples of work, test results, and the quality of teaching. Subject co-ordinators and senior staff have a good understanding of the strengths and weaknesses of each subject and provide clear focused written reports for colleagues. The school improvement plan identifies further developments and these are linked to the curriculum provision. All co-ordinators of the other subjects monitor planning to ensure the curriculum is covered and to ensure the quality of provision.

33 The school has established satisfactory links with partnership schools to ensure pupils make a smooth transfer to the next phase of education. A good feature of this partnership is the way teachers meet together to ensure they have a clear, shared understanding of assessed standards reached by pupils.

34 Links with the community continue to have a beneficial effect on pupils' learning, but are not quite as wide-ranging as reported at the last inspection. Educational visits to places of interest and visitors to the school, such as artists and theatre groups, extend the work pupils do in class and provide first-hand experiences for them. Regular links are maintained with the local church. Pupils' awareness of the needs of others is raised through their support for charities, especially those connected with children, and through links with local elderly residents. There are no active business links and sporting links with other schools are very limited. The school does, however, remain actively involved with the local community education programme.

35 The schools' provision for pupils' spiritual, moral, social and cultural development is satisfactory. Moral provision is good, but more needs to be done to promote a greater understanding of other cultures. The school has improved its provision since the last inspection. This reflects the view of parents, who believe the school reinforces key values well.

36 Spiritual provision is satisfactory and is promoted through assemblies, other acts of collective worship, the teaching of religious education and in other curricular areas. Assemblies soundly promote Christian values and beliefs. For example, pupils learn about the progress through the country of the 'Millennium Cross' and hear that it will soon be in their local church. This is linked effectively to the theme of 'journeys through life'. Prayers acknowledge the belief in a god and are carefully linked to the assembly content, for example, 'One more step along the road I go'. The planning of religious education follows the prescribed Locally Agreed Syllabus and provides a good insights into Christianity and two other world faiths. Pupils visit the local church to participate in celebratory services, such as harvest festival. This provides opportunities for reflection. A sense of awe is sometimes promoted; for example, where pupils share a 'pop-up' book with their teacher and see a dolls' house revealed.

37 Moral provision is good and many parents acknowledge this. The school provides firm and clear guidance on the difference between right and wrong. This is reinforced in all classes and throughout the day, by all staff. The school has a clear behaviour policy in place and this is well supported by 'home-school' contracts. There is an effective reward system that operates at differing levels and pupils' good behaviour is recognised in the 'achievement' assembly. The school gives a high priority to promoting good behaviour and positive attitudes. It is developing a 'no blame' approach to the issue of bullying and this includes appropriate staff training. However, the school's provision is not successful in two classes in Key Stage 2, where a significant number of pupils behave badly in lessons; they are rude to teachers and disrupt their own learning and that of others. In personal and social development, pupils are provided with opportunities to discuss behaviour and attitudes within a moral context. In some classes 'circle time' activities, where pupils take part in discussions of attitudes and feelings, promote this effectively.

38 Social provision is satisfactory. Pupils are taught how to move around the school in an orderly manner and what is acceptable behaviour in the dining hall. There are sound opportunities provided for pupils to act as classroom monitors, for example, in setting out resources. Older pupils are provided with some opportunities to organise play activities for younger pupils, including using games equipment. Pupils are encouraged to support collections for Harvest Festival and sing carols in the community at Christmas. Local and national charities are also supported, with a particular focus on children's charities such as the 'Children's Cancer Run'.

39 Cultural provision is satisfactory; pupils are provided with regular opportunities to visit local centres of interest, for example museums. A visiting theatre group performs each year in school. Stories in literacy hour provide good opportunities for pupils to hear traditional fables. A well-resourced display charts the history of the neighbourhood primary school over ninety years. It provides a rich insight into changes in the locality. Links with the local church help promote Christian traditions and culture. However, provision for pupils to develop an understanding and awareness of the multi-cultural aspects of society is unsatisfactory. There are too few opportunities for pupils to learn about other cultures and traditions. There are no significant links with other faith centres, visits or visitors who could provide insights into the diverse nature of cultural traditions within the region.

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

40 Pupils' general welfare has remained a high priority since the last inspection and continues to be promoted effectively within the school. The day-to-day working practices adopted by all staff are good, and as a result the school functions smoothly. Pupils are supervised carefully at all times and lunchtime routines are also managed well. There are clear procedures for dealing with accidents, illness and the administration of medicines. These are followed closely. Standards of cleaning are high although some parts of the buildings require general maintenance. A health and safety policy is in place, but in need of updating to include all procedures now in operation. Child protection arrangements are adequate and reflect local authority guidelines. The head teacher has designated responsibility for liaising with outside agencies if cases of child abuse are suspected.

41 Pupils' personal development is carefully tracked as they move through the school. Good on-going notes are kept in their record books and a clear summary of their general conduct throughout the year is sent to parents via annual reports. Records are also maintained of pupils' successes and achievements, such as when they receive certificates or are the 'star of the day'. Incidents of poor behaviour are recorded and closely monitored through the red and yellow warning card system. Attendance and punctuality are monitored thoroughly. Registers are completed properly at the start of sessions. Any absences that are not explained promptly by parents are followed up effectively, whilst all pupils arriving after the bell have their named recorded by the secretary in the 'late' book.

42 Pupils' personal development is well supported. Teachers have good knowledge of their pupils and work hard to encourage good attitudes to work and to raise their levels of self-esteem. Praise and rewards are used effectively, and significant achievements are celebrated in assembly. The Year 4 Assistants scheme helps pupils to gain confidence. Very strong emphasis is placed on the management of pupils' behaviour, both in and out of class. Strategies employed in the nursery and reception class are very good and ensure these children develop high levels of self-discipline and respect for others. Elsewhere, however, procedures are not always effective and, despite frequent reviews to meet changing needs, are often counter productive in two of the Year 3/4 classes where the procedures are used too frequently and pupils do not develop self-discipline. Guidelines to deal with bullying are effective. Any reported incidents are taken seriously, and usually dealt with promptly. Good attendance and punctuality are well promoted. Pupils are also actively encouraged to come to school regularly, and on time, and rewarded in a variety of ways when they do. For example, those who achieve full attendance over a term or a year receive certificates, and classes with no late marks during the week receive a clock award at the Friday assembly.

43 There are comprehensive records to ensure that staff have a clear picture of the attainment of every pupil, and the progress they make in all subjects, including personal and health education. Assessment procedures for the under fives are good. An effective system is in place to assess the children on entry and provides a good reference point from which progress can be measured over time. The staff make good use of the information gained from assessment of the children's progress to plan the next steps for learning for each child.

44 In both key stages assessment procedures are also good, particularly in English, mathematics and science. Teachers regularly assess pupils' progress in all curriculum areas and keep useful records. Formal tests, including the end of key stage assessment tests, in English and mathematics are rigorously analysed to identify any weaknesses in curriculum provision. As a result any adjustments to the curriculum are carefully made. The analysis of test results also indicates pupils' strengths and weaknesses, and enables teachers to target those who are ready for greater challenge or need additional support. For example, the school has put in place initiatives for local sportsmen to read with pupils as a way of improving the attitudes of boys to reading. By comparing formal tests results, progress is effectively measured over time. Assessment opportunities are successfully incorporated in the teachers' planning for the term and for the week so that they can identify the next steps in learning for pupils. Individual targets are set regularly for all pupils in English and mathematics. These are shared with pupils and their parents. Progress is tracked carefully in individual pupil record books. Marking is supportive and encouraging in some classes but in others lacks sufficient detail to enable pupils to improve their work. The use of assessment is beginning to have an impact on raising standards. This is a significant improvement since the last inspection.

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

45 Response to the questionnaire was relatively low, but very positive. Of those parents who replied, almost all consider that the school works closely with them, and all of them would feel comfortable approaching teachers if they have any worries or concerns. Parents are actively encouraged to support their children's education and their views about the school are sought frequently. Homework is provided regularly, and to let parents know how best to help with it, workshops are arranged for them. The SHARE project, for example, which is currently running for parents of pupils in Reception and Key Stage 1 is proving popular with a small number of them and is shortly to be extended into the Nursery and Key Stage 2. Each week, several parents run the school bank and café, whilst a few others occasionally help in class. To date, almost three quarters of the parents have signed up to the home-school agreement. The Friends Association remains active. It organises various events throughout the year and uses any proceeds wisely for the benefit of pupils. Parents of pupils starting in

the nursery and reception classes are introduced to the school with understanding and given clear guidance about its routines and expectations.

46 Parents receive good information about their children's progress. Those who raised concerns about this have no need to worry. There are sufficient opportunities for parents to consult with teachers on a formal basis and the quality of annual reports is generally good. These give clear indications about how pupils are getting on and identify areas where improvements could be made. In addition, parents receive copies of each term's targets in English and mathematics that their children are expected to achieve. Parents also receive informative weekly newsletters, as well as details of the work done in class. Parents of pupils with special educational needs are properly involved from the time the teacher has an initial concern, and are invited to all subsequent review meetings.

47 The governors' annual report, however, is not so good because it lacks several items of necessary information. The prospectus also lacks details about authorised absence, but in all other respects is a clear and well-presented document.

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

48 The school is well led and managed by the head teacher, deputy head teacher and senior staff, with the support of staff and governors. The head teacher provides good direction for improving the school and since the last inspection in 1997 the school has clearly identified issues to improve its provision and has made good progress in achieving its aims to raise pupils' attainment, particularly in mathematics. The last report praised the school's procedures for monitoring and evaluating the curriculum. Since then the staff have worked hard to improve further their procedures to evaluate the school's effectiveness. These are very effective and provide a clear picture of what the school does well and where it can improve. The head teacher and co-ordinators for English, mathematics and science monitor their subjects rigorously. Monitoring includes the regular evaluation of curriculum planning, the analysis of samples of pupils' work, test results and the quality and effectiveness of teaching and learning. This information is used well by senior staff to target resources and training to support teaching and learning within all subjects. The role of subject co-ordinators is developing well and they have a clear understanding of their tasks in managing their curriculum areas. Self-evaluation is central to the work of the school and the good practice is a strength that enables the staff to promote the pupils' effective learning.

49 The school improvement plan provides a useful framework for school development. It is based upon an accurate assessment of the school's needs. It has clear targets for improvement and includes details of the named person responsible for managing the development, the financial implications and regular times for reviews of progress. The plan reflects consultation and input from staff and is reviewed on a regular basis. The chair of governors resigned just before the inspection; the vice chairman and the governor ensured that the school was supported during the inspection. The governors work hard in committees to support the management of the school. However, governors have a limited role in whole school planning and decision making although recent training has improved their awareness of their role in management. They are well placed to develop their role in monitoring the work of the school and to gain an overview of the curriculum. In the past, governors have not been sufficiently involved in the evaluation of developments and have relied on the information given by the head teacher. The governing body fulfils its statutory responsibilities for the curriculum.

50 Relationships within the school are good; they support the provision of a learning environment that provides equality of opportunity for all pupils and supports their personal development. The day-to-day management and administration of the school are good and well supported by the school's administrative assistant.

51 Since the last inspection in 1997, the school has made good progress against many of the issues identified. Most issues have been dealt with. The school now admits many more pupils with special educational needs but standards have improved, particularly when measured against schools with a similar intake of pupils. The school has a high number of pupils with special educational needs and they are well supported by specialist staff and by their class teachers. They make good progress in their learning and their self-esteem is promoted well. They are encouraged to take a full part in all activities and work at their own level in physical education. Teachers have improved their assessment procedures and their planning now includes clear details of how the information gained from assessment will be used to plan work that builds on what pupils already know and is matched to the different abilities in each class. As a result staff have higher expectations of the pupils and the tasks presented provide sufficient challenge for pupils, whatever their abilities. The school now has schemes of work to support teaching and learning. The children in the nursery and reception classes are very independent; they make choices about their activities, take responsibility for getting out and returning equipment and review what they have done. However, although this is built upon in Key Stage 1, pupils in Key Stage 2 have fewer opportunities to become independent learners and show only limited responsibility for their work.

52 There are sufficient numbers of qualified and experienced teaching and support staff to teach the curriculum to all pupils. Teaching staff have received useful training in literacy and numeracy to support their work in these key areas. Competence and confidence in teaching information technology have improved through the provision of appropriate in-service training.

53 The school is well supported by the work of trained classroom assistants, nursery nurses and auxiliaries. The trained mid-day assistants have regular meetings with the head teacher to review their practice and to ensure that all staff have a clear understanding of aspects such as behaviour management and child protection.

54 The school has a sound induction policy to support newly qualified staff that is based on guidance from the local authority. Other new staff and supply teachers receive appropriate support from the head-teacher and other staff. Professional development opportunities are well matched to the school's development plan. Staff provide feedback to colleagues following training. There are well-developed opportunities for an annual professional review with all staff, at which professional targets are agreed.

55 The school is currently housed in four buildings on a site that provide ample accommodation for the number of pupils on roll. Classrooms are generally very spacious, suitably furnished and contain well-presented displays of pupils' work. Spare rooms continue to be put to good use. Standards of cleaning are high, but many areas of the school are in poor decorative order and in need of general maintenance. In particular the roof of the Key Stage 1 building leaks when it rains and damp patches are present on some of its walls. The school does, however, benefit from having two halls and a separate dining room. Outside facilities remain adequate. Playground surfaces are generally sound but are mostly devoid of recreational markings or activities. The school has no playing field.

56 The school has sufficient learning resources to teach all subjects of the National Curriculum, with the exception of music and religious education where they are unsatisfactory and outdoor play equipment for the children under five, much of which is old and in need of refurbishment or replacement. The library contains a good stock of books. Computer facilities are at present inadequate but are soon to be upgraded when the new specialist unit is built. Resources for learning are well managed and used effectively.

57 The school makes mainly good use of the resources available to it. Funds are well managed by the head teacher with good support from the finance committee of governors. Members of this group work

closely with the head teacher to plan and monitor the budget. Financial planning is good and decisions for spending are closely linked to the educational priorities identified in the development plan. The governors ensure that these decisions provide the best value for the pupils. Funding allocated for pupils with special educational needs is used efficiently to promote their progress and attainment through well-targeted adult support and learning resources. The day-to-day transactions are well managed by the head teacher and the school administrative officer.

58 The school makes good use of the available resources to support pupils' learning. Taking into account the attainment of pupils on entry, the progress they make, and the quality of the education provided, the school provides good value for money.

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

59 The school should continue its commitment to raising standards of attainment and the head teacher, staff and governors should:-

1. Improve standards in English by aiming to:-
  - a) Improve pupils' speaking and vocabulary by:-
    - providing more opportunities to extend vocabulary through activities that encourage pupils' interest in words;
    - ensuring that pupils discuss and explore the meanings of unfamiliar words through word games, dictionary work and puzzles;
    - raising pupils' confidence in speaking and using vocabulary through role-play, drama, discussion and debate. (Paragraphs 5, 7, 78, 79, 80 and 101)
  - b) Improve reading and writing standards by:-
    - ensuring that pupils develop comprehension skills through discussing the meaning of what they have read and the language used in stories;
    - ensuring that staff check pupils' understanding of the words they read;
    - ensuring that the pupils selection of reading books is closely monitored to ensure that they are at the correct level for their ability;
    - improving opportunities for pupils to use the library more regularly to support study skills and to find information;
    - developing pupils' confidence in using a wider range of vocabulary in their writing. (Paragraphs 5, 6, 9, 78, 82, 83, 84, 87, 88, 100, 101 and 147)
2. Improve standards of behaviour by:-
  - ensuring that staff do not rely too heavily and over frequently on the sanctions and rewards of the school's behaviour policy so that they no longer have effect;
  - ensuring that all staff have opportunities to develop their own successful strategies to manage pupils through a greater challenge in their lessons;
  - encouraging pupils to develop self-discipline rather than relying on overt behaviour management strategies applied by teachers; (Paragraphs 5, 12, 13, 21, 37, 42, 85, 93, 102, 138 and 148)
3. Improve pupils' personal and social development by:-
  - building on the good practice in early years to ensure that all pupils have opportunities to make choices and develop responsibility for their independent learning. (Paragraphs 15, 25, 42 and 51)
4. Improve the role of the governing body by:-

- ensuring that they are involved in the identification and monitoring of priorities for the school improvement plan;
- developing their overview of the curriculum and the effectiveness of teaching and learning through a greater role in the school's work on monitoring and evaluation. (Paragraphs 47 and 49)

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

- Improve pupils' awareness of the traditions and way of life of other faiths and cultures.
- Improve resources for music, religious education and for outdoor play for children under five.
- Ensuring that the Annual Report contains the required statutory information. (Paragraphs 35, 39, 56, 74, 139 and 149)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	21

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	52	22	8	0	0

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

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	26	200
Number of full-time pupils eligible for free school meals	11	104

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	7	71

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	36

### *Attendance*

#### **Authorised absence**

	%
School data	7.1
National comparative data	5.9

#### **Unauthorised absence**

	%
School data	0.8
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	25	17	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	19	22
	Girls	15	15	16
	Total	30	34	38
Percentage of pupils at NC level 2 or above	School	71% (74% )	81% (65%)	90% (89%)
	National	82% (80 %)	83% ( 81%)	87% ( 84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	17	19
	Girls	15	15	14
	Total	33	32	33
Percentage of pupils at NC level 2 or above	School	79% (70%)	76% ( 76%)	79% ( 71%)
	National	82% ( 81%)	86% (85%)	87% (86%)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	199
Any other minority ethnic group	0

*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	12	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 – Y4**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	28.6
Average class size	28.6

#### **Education support staff: YR – Y4**

Total number of education support staff	3
Total aggregate hours worked per week	60

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 - 2000
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	£
Total income	449,068
Total expenditure	439,645
Expenditure per pupil	1,752
Balance brought forward from previous year	5,762
Balance carried forward to next year	15,185

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

**Questionnaire return rate**

Number of questionnaires sent out	226
Number of questionnaires returned	37

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	3	3	0
My child is making good progress in school.	70	24	3	0	3
Behaviour in the school is good.	57	38	5	0	0
My child gets the right amount of work to do at home.	54	40	3	0	3
The teaching is good.	73	24	0	0	3
I am kept well informed about how my child is getting on.	49	30	19	3	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	51	46	3	0	0
The school is well led and managed.	57	35	5	0	3
The school is helping my child become mature and responsible.	70	27	0	0	3
The school provides an interesting range of activities outside lessons.	31	36	28	0	6

## **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**

60 The school has maintained the good provision for children under five identified in the last inspection. The staff in the nursery and reception classes work closely together to provide a stimulating curriculum and wide range of activities that ensure that the children get a very good start to their education. Staff create a lively atmosphere that encourages the children's learning and enables many of them to make very good progress. The provision for these children is a strength of the school. The staff plan well together to ensure that the children learn through a broad range of experiences and activities that underpin their future learning.

61 Children enter school with a broad range of attainment and previous experience but many have language, literacy, number and social skills that are well below expectations for their age. However, many are eager to learn. The quality of teaching in the nursery and reception classes is mainly very good. As a result, the children achieve well and make very good progress in their skills and understanding across all the areas of learning. The personal and social development of the children is very good and from starting in the nursery they are encouraged to be independent. The staff provide good opportunities for the children to plan what they intend to work at. They are encouraged to make choices of activities, to place a card with their name and photograph in the area where they are working and to talk about what they have done at end of the session. This good practice is continued in the reception class and by the age of five, the children are very responsible and competent learners. They get out and return equipment and show initiative. For example, when a child could not find his photograph for a chart, he brought his name card instead. Children with special educational needs are well supported in both their group and individual activities. Those who are immature or have physical difficulties are encouraged to take a full part in all activities at a level where they are confident. They are well supported by staff and make substantial gains in their personal and social skills.

62 Children under five receive a good start in their education for language and literacy. The teaching of early language skills is good in the nursery. The nursery staff rightly set a high priority on the development of early speaking, listening, reading and writing skills. They plan well together to provide opportunities for children to practise their speaking and listening skills within all activities. The children respond well to the careful and purposeful questioning and to the opportunities for discussion provided by the staff. This enables them to improve their listening skills, learn to take turns when speaking, follow directions carefully and widen their vocabulary. These opportunities are consolidated and built upon effectively when the children move into the reception class.

63 In both the nursery and reception classes the children quickly develop a confident approach to speaking and listening activities with adults and when sharing ideas before small groups of other children. They work well in small and larger group situations, co-operating and learning to take turns in their speaking. They learn to listen to each other in structured games and activities. Role-play promotes the development of language and social skills and children use experiences from outside of school to act out different situations. For example, they work in the 'laundry' and take 'telephone messages' and 'write' lists of 'chores'. Speaking and listening skills are often well below expectations for their age when they enter the nursery, but the children make good progress. They listen carefully to stories and know many action songs and rhymes by heart. They retell stories in their own words and a few retell stories accurately using picture sequences. By the end of the reception year, many children have sound listening skills. Their speaking skills are still below expectations for their age but the children make good progress and are developing the range of vocabulary they use and they increasingly speak in sentences.

64 Children share and enjoy a wide range of stories and rhymes with adults and visitors in the nursery. Most children take books and games home each week to share with their families. They know how to hold books, turn the pages and that pictures and print in books go from left to right. They are beginning to realise that print conveys meaning. Children learn to recognise their names from their name cards and can find these readily. They are beginning to recognise some letters, for instance, in books and in their names. Most children in the reception class recognise a small number of commonly used words and can interpret labels and captions around the classrooms. A few repeat simple sentences from early reading books, but early reading skills are still below expectations by the start of Year 1, although children make very good progress in the sessions when the teacher shares a book with the class. Children join in the story and many volunteer suitable words to fill gaps left by the teacher as she reads the story. The teacher's questioning during the whole class literacy sessions involves all the children and the children begin to recognise key words from the story when they are written on the board. The children know many letter sounds and are developing ways of linking sounds together to read simple words. The children make substantial gains in early reading and, although skills are still below average, they are well prepared for their next class.

65 Children are beginning to act as 'writers' and make attempts at their own writing, ranging from play writing to emergent writing where letter shapes are recognisable. They enjoy 'writing' letters to friends and labels for models or signs for their café or laundry. In the reception class, children initially write over the teachers' script to add captions to their pictures or tell stories. Most form recognisable letters and dictate sentences for their teachers to write and then copy carefully to produce their own captions. A few higher attaining children use word cards to write their own sentences to label illustrations. They show sound control of pens and pencils by for their age. They are eager to write and many of the children attain well and make good progress in letter formation and early writing. However, standards in writing are likely to be still slightly below expectations for their age by the time they transfer to Year 1, with about a quarter of children working at a satisfactory level for this age.

66 Children in the nursery and reception classes learn mathematical skills through playing a wide range of games that enables them to sort, count and create sets of objects by colour, shape and size. In the nursery they count objects and then try to match their number to the correct number from a line of number cards. Many count accurately and match numbers successfully up to nine. They are beginning to use counting in practical activities; for example, three children who had been absent for the class lesson were able to catch up on their work for a number book to take home. They shared a number story with their teacher and were able to find and count the different sets of objects required to match the different pages in the story. The teacher's questioning matched the very different abilities of the children and enabled all to make good progress in their counting and in their ability to relate sets of objects to the written number. The teachers' careful assessment of what children can do is used well in the reception class to enable them to learn to count and write numbers. In an effective lesson, the staff provided well resourced activities to match the needs of the children. The lower attaining children could throw a dice, count the dots to six and then match them to an equivalent number of small plastic bears, sometimes with adult help. More able children counted the dots on their throw of the dice and wrote the numbers. The highest attainers accurately counted objects to 20 and wrote mainly recognisable numbers. Many children make very good progress in their number skills in the nursery and reception classes and attain the standards expected for their age.

67 The children learn number songs and rhymes that are chosen well to reinforce their mathematical language and counting skills. They know many of these by heart and join in the actions with great enthusiasm. Children are developing their understanding of volume through practical activities that enable them to use sand, water, beans, pulses and counters to fill different shapes and sizes of container and to compare how much each will hold. They are beginning to use vocabulary such as 'full' or 'empty' and understand the terms 'more than' and 'less than'. In the reception class a few children try to estimate how many shapes or counters will fill a pot and although many still guess, they

are beginning to realise that the size of the objects and the pots will affect their estimation. In free choice activities, many children make patterns with beads, cubes and shapes and are beginning to repeat them. The well-chosen mathematical games reinforce the children's recognition of shapes and many of the children recognise the main primary colours of red, blue and yellow. The higher attaining children know a range of simple two-dimensional shapes and can name them. By the age of five, children's mathematical skills and understanding are developing well and they have a secure understanding of ordering numbers and how written numbers represent objects.

68 The nursery and reception staff plan well together to provide the children with a range of experiences that will enable them to gain a greater knowledge and understanding of the world about them. Many children have had a limited range of experiences before starting school and they learn quickly through the many first-hand experiences provided by staff. These activities are a sound foundation for the children's future work in science, design and technology, history and geography. They practise skills using computers, listening centres and tape recorders to support their learning. In their new topic on 'water' the children in the reception class talked about the investigations they might carry out. More able children worked well with their teacher and looked at a range of different shaped tubes through which they planned to blow bubbles. They tried to predict whether the shape of the tube would dictate the shape of bubbles. They tested the tubes and observed carefully the shapes of single bubbles and the shapes formed when bubbles were massed together. They presented what they had seen in carefully drawn pictures, some with the correct colours on the bubbles. One child decided to write the caption 'this is my castle of bubbles'. Other children made their own bubble holders with pipe cleaners and tested them to see whether the shape altered the bubbles. They were quick to notice the colours reflected in the bubbles 'like a rainbow' said one child. By the end of the session most children had an awareness of the process of an investigation and the need to predict, test, observe and record what they had seen. They quickly realised that first predictions can be wrong and that this is an acceptable part of finding out.

69 Children have opportunities to use computers and show sound control as they use the mouse to manipulate cursors and move pictures on the screen. Staff ensure that programs reinforce basic skills in literacy and numeracy. Many children use computers confidently and build on their experiences from out of school. The children work well together and the more experienced are quick to show others how to use a program. The children enjoy working with computers and are delighted when they succeed in a game. The children in the reception class responded eagerly to the sounds and pictures on a computer with CD-ROM, brought in by their teacher.

70 Standards of attainment in creative development are at the level expected for children of this age and a few children achieve well. They are enthusiastic and keen to take part in all activities. In art activities, they explore colour and texture using a range of materials to create pictures, collages, prints and patterns. Staff ensure that creative activities are available on a daily basis and children have free access to paint, paper and collage materials at all times. They enjoy painting pictures, and use a range of colours and brush sizes. The staff carefully mount the children's work and displays in the class bases are of good quality. They represent a wide range of areas of learning and promote the children's self-esteem.

71 Children have frequent opportunities to create three-dimensional models in clay and 'junk' modelling materials. They explore and use malleable materials such as play dough to experiment with texture. Many children competently use a variety of techniques such as cutting, folding and sticking paper, fabrics, foil and feathers. Children regularly experience musical activities; they memorise counting and action songs and learn to sing in tune. The staff demonstrate well the actions and movements and this encourages the children to join in. In one session the nursery nurse played her guitar and led the session well to reinforce the tunes. The children sang tunefully and quickly learned new words, actions and tunes. When making their choices for a session the children will choose music

making and have access to a range of percussion instruments. Children have frequent opportunities for imaginative play in their activities and use small toys to create a range of environments such as roads, farms and houses.

72 The children develop confidence and control of the way they move through opportunities for outdoor play. They use a range of wheeled toys and manoeuvre them carefully along routes they have planned. Children skilfully avoid obstacles and play a variety of imaginative games. During their physical education lessons in the school hall, the teachers effectively reinforce the children's confidence in using space. The teacher's clear directions ensured that the children moved safely and used space well. The specialist support assistant worked well with children who have special educational needs and encouraged them to take a full part in the activities and to achieve success. Staff reinforce safety points and remind the children about the effects of exercise on their bodies 'our hearts are beating fast' said on child after running quickly around the hall. The children showed good co-ordination and persevered with difficult tasks as they hopped around ropes laid on the floor of the hall and changed from one leg to the other. They are developing good hand and eye control for their age and can throw or bounce a ball to a partner and catch it with reasonable accuracy. Children under five make substantial gains in their independence and are very secure in the larger space of the hall. Many children are developing sound hand/eye co-ordination and learn to handle tools and equipment safely. For example, they use their manipulative skills in practical situations to make models using construction kits, shape wood with tools, paint with different sized brushes and cut and paste to create collages.

73 Teaching in the nursery and reception classes is often very good; this enables children to make substantial gains in their knowledge and skills and supports their achievement. All staff have a good awareness of the learning needs of young children. Staff know the children well and make careful assessments of their progress. The information gained from these assessments is used effectively to match work to what the children already know and to provide extra support for those who need it. The staff have very good relationships with the children and this promotes very good attitudes to learning. The children enjoy their activities and respond well to adults; many are keen to ask and answer questions. They work well together in pairs and small groups and sustain concentration within activities. The children's behaviour is mainly very good. Their spiritual and moral development is developed through stories and is reinforced within the activities linked to the areas of learning. The children are secure, confident and well settled into school routines; they move confidently about their classrooms and the wider areas of the hall and playground.

74 Resources are deployed and managed well to provide opportunities for children to take responsibility for getting out and returning their own equipment. However, some resources, particularly those for outdoor play are old and in need of replacement or refurbishment. Staff make a lot of their own equipment. The teachers establish good links with parents through the programme of home visits. The induction of children into the nursery and reception classes works well and includes visits before they start nursery or move into the reception class. The useful written guidance helps parents to prepare their children for school. Parents indicate that they value the guidance and induction visit and feel that their children are well prepared for starting school. The provision for children under five is managed well and the co-ordinator works well with her colleagues and provides a clear direction for the organisation and development of the children's learning.

## ENGLISH

75 By the age of seven, pupils are making good progress over time. Standards in all aspects of the subjects are slowly improving but they are still below those found nationally by the age of 7. Literacy skills develop satisfactorily in Key Stage 2 and by the time pupils leave school at 9 the majority of pupils are below the standards that are typical of the age group.

76 Results of the national tests for seven year olds show pupils' achievements in 1999 were well below the national average in reading, and below in writing. However, pupils' attainment in reading and writing is average when results are compared with schools where pupils are from similar backgrounds. Standards of speaking and listening are below average, and whilst the majority of pupils are making good progress and listen carefully, pupils' speaking skills remain underdeveloped. The standards attained by boys are below the achievements of girls. Standards in English are below those found nationally because only a small minority of pupils achieve higher levels of attainment, whilst a significant minority achieve below the expected level. This reflects the higher than average number of pupils with special educational needs.

77 Inspection evidence indicates that although standards are below national averages, they are not well below as the national tests indicate. There is a higher than average proportion of pupils on the special educational needs register. These pupils make good progress because their targets are sharply focussed. This is a significant improvement since the last inspection. A strong feature of the subject lies in the shared commitment of the whole school team to raise standards. Teachers have worked hard to raise attainment in all areas of the subject and with some success. Although the standard of writing dipped in 1998 because of the emphasis teachers gave to the reading achievements, trends over time show that standards in reading and writing have improved since the last inspection. Good teaching of the literacy hour is beginning to have an impact on standards throughout the school. Very good, precise monitoring of the quality of teaching and learning has effectively highlighted any weak elements that require sharper focus. Good analysis of tests and better use of assessment information have all had a positive impact on standards. Good procedures are in place to measure and compare improved standards not only of individual pupils, but of the effectiveness of the curriculum.

78 Whilst this is an improving picture, weaknesses are seen in two key areas of attainment. The speaking skills of the majority of pupils are underdeveloped because of the narrow range of vocabulary used, and the lack of interest pupils have to explore the meaning of words. This is carried through to their reading skills. They do not question the meaning of words. Reading is superficial because the majority do not fully understand what they have read. As a consequence, attainment in other areas of the curriculum such as history, geography, science and religious education, is impeded. Very good self-evaluation by the school has recognised this weakness and further adjustments are being made to the curriculum.

79 Pupils enter Key Stage 1 with below average attainment, in speaking and listening. Better progress is made in the development of listening skills than speaking skills. Many pupils have only a limited command of standard English, they speak in simple sentences using a narrow range of vocabulary. By the age of seven, the majority of pupils listen carefully to the teacher and follow instructions well. They listen to stories, the teacher and each other for increasingly extended periods of time. The literacy hour has had a noticeable effect and pupils have gained confidence in talking and listening. Pupils enjoy the rhythm and rhyme of words but they do not question meaning if they are unsure. Their response to questions is concise, they do not readily add detail or extend their answers with reasons. A few but not many will ask questions and make comments about their work, but this is more frequently applied to practical tasks such as painting or when they are using the computer. Very rarely do they question the meaning of a word or ask questions about a text. A significant minority of pupils have special educational needs and finds concentration difficult.

80 By the age of nine pupils satisfactorily build on to what has previously been learnt. However, very good progress in speaking is made when pupils use more adventurous vocabulary to describe the feelings evoked by music. Expressive vocabulary such as 'calming, relaxing, flowing' culminates in sensitive descriptions. 'I am standing on a bridge with a river flowing under it.' 'The music reminds me of a flower opening.' This very good response is a result of very stimulating teaching where the word 'nice' is not accepted because the teacher has high expectations. There are too few opportunities for good debate, and the sharing of ideas because a small minority of pupils find it difficult to concentrate for long periods and hamper the concentration of others. Through activities during the literacy hour pupils undertake tasks that extend vocabulary, they suggest alternative words that convey the same meaning. However, all teachers do not systematically reinforce new words to enrich pupils' vocabulary.

81 Significant improvement has been made since the last inspection in generating an interest in literature. The literacy hour has had an impact on learning with the focussed teaching of phonics, and by sharing texts together. Characters, plot and setting are regularly discussed. Reading is regularly promoted every day when pupils read for twenty minutes from self-chosen books. Parents regularly support reading at home and many, but not all, write useful comments in pupils' reading record books to actively support learning. More books have been bought recently to support all levels of interest and ability, with particular attention paid to include books that encourage boys to read. The library is open every lunch hour for pupils to enjoy books, and sometimes a storyteller visits the session. As a result reading is improving but it is still below national averages with girls outperforming boys.

82 By the age of seven, pupils have made good progress, successfully building on their previous learning. The majority of pupils read simple texts fairly accurately and fluently, using picture and phonic clues to help them. They do not always understand what they have read, and some have difficulty in recalling the story. Although they can use phonic skills well to read unknown words they do not always understand the meaning, nor do they understand how to check the meaning from the context of the story. They do not listen to themselves reading, so rarely self-correct their mistakes. However, the small minority of higher attaining pupils confidently read with interest, fluency and expression. They talk about the main events in the story with some detail added. They express simple opinions about characters. When reading a non-fiction book, they retain simple facts. They have a good understanding of what they have read. Most pupils recognise titles and authors. Average and higher attaining pupils in both Year 1 and 2 can use simple dictionaries, with higher attaining pupils showing simple reference skills by using an index. Within the literacy hour, pupils are well supported to make positive learning gains in developing reading with understanding. During shared reading activities pupils are beginning to copy the teacher and read with expression. They put right jumbled familiar and unfamiliar rhymes fairly successfully. Pupils with special educational needs are well supported by the classroom assistant and they make good progress. Pupils enjoyed substituting one noun for another, during a class literacy activity, however only one pupil commented that the poem did not make sense.

83 By the age of nine pupils make satisfactory progress and build on their previous learning. They use phonics well to master the skills of reading new words, but they are less successful in fully understanding what they have read. This impedes progress across other curriculum areas because they find difficulty when working independently to find out information for themselves. A small minority of higher attaining pupils read fluently and expressively across a range of texts including non-fiction and poetry. They enter discussion about characters, and events. They have a good grasp of the meaning of more difficult vocabulary and use the context to help them. They state preferences about the kinds of books they enjoy. The majority of pupils however, do not enter discussion about books confidently. In lessons progress is variable when sharing a text. Where the teacher has high expectations all pupils make very good progress in reading for understanding. An established routine of a brisk question and

answer session motivates pupils to listen carefully to the events of the story. In potentially good lessons, progress becomes satisfactory because the flow of the lesson is hampered by the unacceptable behaviour of a small minority of pupils.

84 Writing has improved over time and progress is good in Key Stage 1 even though pupils' attainment is below national averages. Pupils write across a wide range of writing opportunities and for a variety of purposes. By the age of seven the majority of pupils express their ideas independently in a logical sequence. Higher attaining pupils are secure in the use of capital letters and full stops, but the majority do not consistently punctuate sentences correctly. The narrow range of vocabulary employed in writing tasks reflects pupils' underdeveloped speaking skills. They spell simple words fairly accurately, and handwriting is generally clear and legible. Pupils in Key Stage 1 are at the early stages of joining up handwriting. Spelling and handwriting are systematically taught. By the age of nine, a small minority of pupils have attained the standards typical of the age group. They write interesting well-sequenced stories, punctuation is used correctly and they begin to use speech marks. They write effectively for a variety of reasons, altering their style of writing accordingly. More adventurous vocabulary is used which they can spell independently or use a dictionary. They are beginning to use the computer to help them to redraft their writing, however, this process of improvement is still at the early stages. The majority of pupils are less secure in their use of punctuation, and still use a narrower range of vocabulary. They spell simple words accurately, and through a systematic approach, including homework, spelling skills progress well. Pupils write in a joined up script and handwriting is clear and legible.

85 Pupils in Key Stage 1 concentrate well in lessons because they are interested and enthusiastic. Pupils, including those with special educational needs, are proud of their achievements because they are given effective praise and encouragement. Pupils co-operate well with each other and when working in pairs they collaborate well. Behaviour is good, allowing lessons to flow at a brisk and productive pace. Pupils are beginning to work independently. Behaviour is more variable in Key Stage 2 and although the vast majority of pupils behave well because they are interested in their work, a small minority in two classes display unacceptable behaviour and try to impede the concentration of others.

86 The quality of teaching ranges from very good to satisfactory, but mostly it is good. This is a significant improvement since the last inspection. Teachers are secure in their knowledge and understanding of the subject. The implementation of the literacy strategy has brought a consistent approach to the way in which the subject is planned and taught. Teachers work efficiently and effectively in key stage teams to plan and deliver lessons that match pupils' learning needs. They generally have very good relationships with pupils so pupils want to please them. Teachers share lesson targets with pupils so there is a clear, shared understanding of what they want pupils to learn. They set challenges that motivate learning. The majority of teachers manage pupils well and use the school system for behaviour management effectively. However, a small minority of staff use the system too frequently and as a result a few pupils lack the opportunity to practise self-discipline. Teachers plan work well to meet the individual learning targets for pupils with special educational needs. Support staff are well briefed to give good support and reassurance to those pupils. Where teaching is very good, lessons are brisk and rigorous. Expectations are high and as a result pupils make very good progress. In satisfactory lessons, pupils make only satisfactory learning gains because the pace of learning drops in order to manage pupils' behaviour. Teachers assess pupils' attainment well and books are marked supportively. Pupils' next learning targets build systematically on what has previously been learnt. Teachers track pupils' progress well through individual pupil profiles that are meticulously kept. Reading records are kept but a small minority of pupils who select books for themselves during daily reading sessions are not sufficiently monitored. As a result, they read books that are not at the appropriate level of challenge. Homework is regularly given and supports learning in lessons.

87 A strong feature of the subject lies in the way teachers plan effective links to other curriculum areas to support literacy skills. The most effective is the descriptive language and writing that is stimulated through music. Such expertise needs to be shared. Pupils record work throughout most curriculum areas, and know that science work is written in a different style to other written forms. Younger pupils learn to refer to books when finding out about wild animals for science and art. Pupils use reference books to find out more about life in Victorian times. However, pupils' limited comprehension skills prevent them from making maximum use of research opportunities.

88 The co-ordinator manages the subject very well. She has accurately identified the strengths and weakness of the subject through thorough monitoring and evaluation. The head teacher analyses tests and as a result planning and curriculum experiences are adjusted to strengthen any weak areas. Performance of boys and girls are analysed and additional resources and strategies have been put into place to encourage boys' interest and enthusiasm for the subject. The co-ordinator has very good knowledge and understanding of the subject and shares her expertise effectively with colleagues. Resources have been strengthened since the introduction of the Literacy Strategy, and they are at a satisfactory level. More dictionaries are needed, however, at more wide-ranging levels to support the learning needs of all pupils. The library is adequately stocked with fiction and non-fiction books, simply classified using colours. The library is well used at lunchtimes, but classes do not use it during the day to support library skills.

## **MATHEMATICS**

89 The school's performance in national tests for pupils at the end of Year 2 has substantially improved since the last inspection and standards now match the national average and are well above the standards attained in schools with a similar intake of pupils. The school has improved its assessment procedures and teachers use the information gained to ensure that work provides sufficient challenge for pupils of all abilities and this is successfully improving pupils' learning. The school's participation in the National Numeracy Strategy has had a positive impact on raising standards in Key Stage 1. This was achieved through staff training, additional resources and raising teachers' expectations. Pupils show confidence with numbers; they regularly practise number bonds and tables. Pupils are well aware of, for example, ways of portioning numbers into different groups that add up to the same total. Many pupils show a good understanding of mathematical language.

90 The standards observed during the inspection reflect the test results at Key Stage 1. Pupils at all levels of attainment, including those with special educational needs, are making good progress and are well supported by specialist staff and class teachers. Pupils enter school with well below average levels of attainment in mathematics. Pupils in Year 1 have a good grasp of mental arithmetic and quickly double numbers. In a lively lesson they enjoyed the challenge of finding out how many ways they could create and answer a sum given three numbers. The pupils showed a clear understanding of simple addition and subtraction to 10. Pupils in Year 2 are able to recognise and order numbers confidently up to 30, and sometimes beyond. They accurately count and match numbers to a given quantity. In a good lesson pupils used number squares to count on from a given number in steps of three or five. They understood that they had to find the difference between the numbers to test accuracy and to complete the number pattern. Many pupils make accurate calculations to find missing numbers in a sequence. By the end of the key stage pupils confidently add and subtract numbers up to 20 and some pupils understand the significance of digits in numbers up to 100 and sometimes beyond.

91 They are steadily building their knowledge of shape; most know the names and properties of simple two dimensional shapes and are beginning to name and describe features of three-dimensional shapes such as cuboids and spheres. Pupils are able to make up shopping sums of money and add amounts in written form using two decimal places. Most pupils are familiar with all four rules of

money, knowing most simple multiplication bonds and are developing early ideas of division when portioning sets of given numbers. Pupils identify halves and quarters of shapes, accurately shading the correct fractional part of given figures. By the age of seven, almost all pupils are aware of metric measurement and are beginning to accurately measure lengths to the nearest centimetre. They know the hours and half hours on the clock and higher attainers can confidently tell the time to the nearest five minutes. They have experience of collecting data and recording it in simple bar graphs that they use to identify facts about their classmates' preferences.

92 By the time they transfer to middle school at the age of nine, pupils in Key Stage 2 manipulate a range of numbers with confidence and are developing a sound understanding of place value. The daily mental arithmetic sessions at the start of each mathematics lesson are enabling pupils to gain confidence and to find different ways to quickly work out problems. By Year 4 most pupils begin to see emerging patterns and know for example that multiples of 10 end in a nought and multiples of five end in a nought or a five. More able pupils work accurately with four digit numbers and write very clear rules for numbers that will be multiples of two, five and 10. They use co-ordinates well with positive numbers, and place points and give answers accurately to four direction points. Pupils know the names and the properties of a good range of two and three-dimensional shapes, and can accurately describe their properties. Pupils build on their previous knowledge of the numbers of faces and edges of each three dimensional shape. By the age of nine pupils make sound progress in their learning and attain standards that are expected for their age.

93 In two of the three classes containing Year 3/4 pupils, learning is often limited by the unsatisfactory behaviour of about a third of the pupils. In these classes the teachers do not always manage the pupils well and use the school's behaviour procedures too rigidly. As a result the sanctions are used too regularly and lose impact. A few pupils are only ready to work if offered an incentive such as team points or stickers. They do not develop good attitudes to work and are not encouraged sufficiently to take responsibility for their own work and behaviour.

94 In the other Year 3/4 class, and at Key Stage 1, pupils' responses and behaviour are good. This has a positive impact on their progress. They are keen learners and display great enthusiasm during mental warm-up sessions and most listen to their teachers carefully. Many respond well and quickly to their teacher's instructions, wasting little time at the start and end of lessons. They share ideas and work well together in pairs and groups when carrying out investigations. Most pupils show good levels of motivation and confidence.

95 The quality of teaching is mainly good; it is good in Key Stage 1 and good or very good in class taught by the mathematics co-ordinator in Year 3/4. It is mainly sound in the other Year 3/4 classes but is unsatisfactory in a few lessons, where the teachers do not always manage pupils' behaviour sufficiently well. This slows the pace of the lessons and limits the amount of work done. As a result, the learning of those who do want to work is slower than it could be. In the best lessons at both key stages, teachers have high expectations of pupils' work and behaviour and make clear to pupils at the beginning of the lesson what they are to learn. This has a good impact on pupils' understanding and is a key to the improvement in standards. Most teachers give clear explanations and pose challenging questions. Planning is good and teachers implement effectively the National Numeracy Strategy. Teachers reinforce well the pupils' understanding and use of mathematical terms.

96 Arrangements for assessing and monitoring pupils' progress and attainment are good and teachers keep useful records of what pupils can do. They use the information to match work to the needs of pupils and ensure that work builds on what pupils already know. This enables pupils of all levels of attainment to make mainly good progress in relation to their mathematical skills on entry to the school. Teachers make sound links to other subjects and pupils record findings in graphs and tables in

science, use simple co-ordinates to plot direction in geography and measure carefully to make models in design and technology.

97 The co-ordinator manages the subject very well and provides a good level of support to colleagues. The co-ordinator has monitored the subject throughout the school and provided useful feedback to staff on what works well and what could be improved. Pupils' work is analysed and the information is used to set targets for groups and individuals. This monitoring resulted in a useful report that is used to evaluate work in mathematics and to target training and resources. The school is keeping its behaviour policy under review but the unsatisfactory way it is interpreted in a few lessons has not yet been tackled.

## SCIENCE

98 Most pupils make satisfactory progress in science. Their learning develops at an appropriate rate as they move through the school. A particular focus upon investigative and experimental science is proving beneficial to many pupils. It helps them to apply these methods across the whole science curriculum. Standards of attainment are, however, below national average at the end of Key Stage 1 and below age related expectations for the oldest pupils in Key Stage 2.

99 In 1999 teacher assessments of pupils aged seven indicated that standards were well below the national average. Pupils achieve levels that match these of similar schools. The results of inspection broadly match these outcomes; a few pupils perform well above the levels expected for their age by the end of Year 2, but many still attain standards that are below expectations for pupils at the age of seven.

100 By the end of Key Stage 1, most pupils are able to follow the stages of an experiment and some higher attaining pupils understand the notion of a fair test. Pupils study materials and suggest ways of categorising them, for example, by colour, transparency and texture. They suggest which will float, or sink and conduct an experiment to determine this. They identify those that are magnetic or not. Whilst most pupils are able to complete simple experiments successfully, their recording skills are weak and their explanations lack sufficient scientific content. Only higher attaining pupils consistently provide sufficient explanations to show they understand the scientific principles underpinning such experiments. Pupils written and oral work varies widely in quantity and quality. A significant number do not have a secure knowledge of scientific terms and fail to include them in their recording.

101 By the age of nine, most pupils conduct simple experiments competently. For example, they know how to complete a basic electrical circuit and most can distinguish between conductors and insulators. Pupils test various materials to determine which are best suited for these functions. Their written work, describing the experiments, varies in detail. Some explanations are too simple and do not explain why the experiment works, only that it does. In studying forces, most pupils can distinguish between push and pull and a few recognise the effect of friction upon a moving object. In studying materials, they recognise that some processes are reversible; such as freezing water and they know that water can dissolve a variety of substances. They have more difficulty in explaining why this is so. Usually, higher attaining pupils provide clear explanations and record the outcome of experiments in sufficient detail. However, a significant number of other pupils lack a secure understanding of principles behind their work. Their oral skills and vocabulary are insufficient to offer convincing explanations. Many make sound progress but still attain below the standards expected for their age by the time they transfer to middle school.

102 The standard of teaching is satisfactory, with examples of good teaching in both key stages. In Key Stage 1, good teaching is exemplified by an enthusiastic approach, good pace and establishing a

sense of excitement in the work to follow. This develops interest and promotes enthusiasm amongst many pupils. Good questioning skills, underpinned by secure knowledge, promotes experimental science well. In Key Stage 2, good teaching is exemplified by clear explanations and challenging questions. A question, “what does electricity look like?” drew a thoughtful response, “if you can’t see it, it doesn’t mean it doesn’t exist”. Secure knowledge enables good progress to be made as pupils are moved swiftly through differing stages of work. This maintains their concentration well. In both key stages effective use is made of pupil responses to develop understanding and praise provides effective encouragement. Where teaching could improve, the pace and timing of differing stages in the lesson is too slow. This can lead to inattention and occasionally unsatisfactory behaviour. At times the teachers’ effectiveness is reduced due to inadequate resources, such as magnets that do not work. This prevents pupils from observing that their predictions are correct and being able to independently check their hypotheses.

103 Most pupils enjoy science and respond positively, particularly to enthusiastic teaching. Behaviour is satisfactory and pupils, on occasion, work together effectively to conduct experiments.

104 The co-ordinator provides good leadership, she monitors the curriculum, analyses pupils’ work thoroughly, observes science being taught and provides feedback. She has established clear priorities for the future development of the subject. The science curriculum has a sound emphasis upon experimental science and this provides a number of good opportunities for pupils to develop their knowledge and skills. It also motivates them successfully. Very thorough assessment procedures are in place. Resources are just adequate, but do not always provide sufficient support for investigative work, which hinders pupils’ progress. Since the last inspection, the school has made some improvements in standards, particularly in relation to standards in similar schools, through placing a clear emphasis on experimental work.

## **ART**

105 Since the last inspection, significant improvements have been made to the art curriculum. A scheme of work is now in place that effectively guides teachers’ planning. Assessment procedures are now well established to guide planning and as a result skills are developed more systematically. The quality of teaching has also improved. No unsatisfactory teaching was seen in the three lessons observed. The majority of pupils attain a satisfactory standards in Key Stage 1 and by the end of Year 4. Pupils, including those with special educational needs, make good progress in Key Stage 1 and satisfactory progress in Years 3 and 4.

106 A strength of the subject in Key Stage 1 is the effective planning which provides a wealth of valuable experiences to develop specific skills progressively. A good example of this is the way pupils explore colour across a range of materials. They mix paint precisely to produce subtle shades within mono-coloured pictures. They weave patterns using various shades of wool to reflect their paintings, and further explore shading in collage using a wide range of textured materials. Knowledge and understanding of colour is effectively applied to self-portraits. They carefully match skin tones, and eye colours through closely observing themselves in a mirror. Colour skills are also applied to produce striking computer generated pictures of abstract shapes. A strong feature of Key Stage 2 is the emphasis placed on the work of famous artists. Lowry’s matchstick people are satisfactorily reproduced within an industrial setting, effectively reflecting the artist’s style. Pupils express opinions on the work of Andy Warhol. They begin to develop an awareness of perspective through a study of Cézanne’s landscapes. A good standard of work is achieved by a small minority of pupils in their interpretation of the work of William Morris. Their careful detailed drawing reflects good observational skills.

107 Criticism was made in the previous inspection report that observation skills were underdeveloped in Key Stage 1, but this is not evident now. Charming self-portraits, reflect detail observed through using mirrors. Drawings of plants show pupils closely observe the shape and detail of buds. From photographs and pictures pupils observe patterns in the natural world. They successfully paint camouflaged animals blending with their native surroundings. Currently three-dimensional work is under-represented. The small sample of pottery in Key Stage 2 shows that clay skills are underdeveloped.

108 Pupils in Key Stage 1 concentrate well on all art activities, they enjoy working with paint and textures. They are good at sharing materials and co-operate well with one another. They work independently, and confidently discuss their work with each other and the teacher. They are proud of their achievements. Pupils working on the computer collaborate well. They make decisions together and support each other where necessary. Pupils follow the established routines well and know what is expected of them. As a result they work independently and productively. Pupils in Key Stage 2 respond more variably, but on balance it is satisfactory. Whilst the majority of pupils show interest and concentrate well, a small minority of pupils find it difficult to sustain concentration and become restless.

109 The quality of teaching is good. Teachers have a good knowledge and understanding of the subject. They demonstrate new skills well and allow sufficient opportunities for pupils to explore new learning independently. In Key Stage 1, for example teachers carefully show pupils printing techniques using a variety of resources, and as a result pupils are highly motivated and interested. Teachers encourage pupils to improve the quality of their work by asking pertinent questions to extend skills. Planning is good. Knowledge and skills build on from prior learning in a step-by-step way. Pupils' work is assessed regularly. Good links are made to other areas of the curriculum to effectively consolidate learning. Pupils in Key Stage 2 make imaginative silhouette pictures reflecting the style of Victorian Art. In Key Stage 1 striking contrasting pictures reinforce scientific learning of night and day. They paint colourful pictures reflecting African culture to reinforce geographical learning. Teachers make good use of a variety of resources including the computer and interesting recycled materials.

110 The co-ordinator for art monitors and evaluates planning, and the work on display. She does not have the opportunity to monitor lessons in the classroom. She has a good understanding of the strengths of the subject and areas that need further development. The school is currently working on a new scheme of work that follows national guidelines.

## **DESIGN AND TECHNOLOGY**

111 There were no design and technology lessons observed during the inspection although pupils were engaged in design and make activities as part of their work in art and history. Judgements are based on these lessons, on examples of pupils' models, photographs, teachers' planning and discussions with staff and pupils. Many pupils make steady progress and their finished work meets expectations for their age at the end of Years 2 and 4. They are developing a sound awareness of the process of designing, planning, making and evaluating their finished products. From starting school pupils in Key Stage 1 learn to make choices of materials to suit their designs and to access and return equipment. Pupils have fewer opportunities for developing independence and making decisions in Key Stage 2 and this limits their learning.

112 Pupils develop sound design skills. In Key Stage 1 they use a planning sheet to draw pictures of how they want their models to look before making them. They choose and locate suitable materials and show sound manipulative skills to create their designs. Pupils learn to observe carefully and to

evaluate what they have made and many make sensible suggestions about ways they could improve their work. For example, as part of their topic on buildings, pupils looked at bricks, tiles and other decorative features. They then designed and made their own printing blocks and printed out their work. Pupils persevered with their tasks and were very proud of their finished work. Other pupils had designed and printed their own wallpaper in an art session. Older pupils develop new ideas by making and evaluating before final construction. Pupils make models linked to work in science, history and geography and these are well finished and painted to enhance the quality of the finished work. Most work in construction is sound. Pupils have positive attitudes to design and technology and recall with great enthusiasm some of the models they have made.

113 It was not possible to make an overall judgement about the quality of teaching. However, from the work seen it is evident that staff plan work carefully and ensure that pupils develop their design skills and have opportunities to use them in situations linked to real life. There is a useful policy but much of the work is linked to art and other subjects and the time given to design and technology has been limited due to the heavy focus on literacy and numeracy. The management of the subject is satisfactory. The co-ordinator has a good knowledge of the subject and the requirements of the curriculum and, by providing support and guidance to staff, is endeavouring to ensure improvements of design and technology throughout the school.

## **GEOGRAPHY**

114 Pupils make sound progress in geography as they move through the school. They develop a reasonable understanding of their environment and begin to consider issues further a field. However their attainment is below what is expected for their age at the end of Key Stage 1 and when they leave the school at age nine. This is mainly because their recording skills are weak and they lack a well-developed subject vocabulary.

115 By the age of seven, most pupils are able to record changing direction on a simple grid. They know that maps are used to represent a geographical area and that routes can be planned across them. Pupils observe local weather conditions, maintain a weather diary and recognise common features such as rainfall and sunshine. Higher attaining pupils represent rainfall in millimetres and temperature in degrees, however most pupils record their work pictorially. In map work, higher attaining pupils are secure in drawing a simple local map and tracing a route across it. However, other pupils have difficulty with this, often failing to define the route clearly.

116 By the age of nine, pupils know several factors that affect the quality of the environment. For example, they describe how litter pollutes it. They study local traffic movements to consider the reasons for differing journeys. However, pupils make insufficient reference to the impact of increasing traffic upon the environment. Pupils study the floods in Mozambique and describe in some detail its social impact. However, only higher attaining pupils place sufficient emphasis upon the climatic influences and causes associated with it. Little reference is made to placing such disasters within a wider context of regional climate.

117 No lessons were observed during the inspection, so an overall judgement on teaching quality is not possible. However, from the work seen planning is satisfactory and pupils are introduced to an appropriate range of topics. This enables them to make progress in understanding a changing environment. However, recording skills are under-developed and map work is too simplistic, mostly consisting of colouring printed outlines. Pupils' ability to use the subject vocabulary, in written work, is weak.

118 The co-ordinator is a part-time member of staff. She has a realistic view of priorities and a sound understanding of curricular needs. She monitors planning adequately and provides some feedback. However, subject resources are only just adequate and the current small budget provides little scope for improvement.

## **HISTORY**

119 Although they make good progress in Key Stage 1, standards are below the level that is expected for pupils at the age of seven. Pupils in Key Stage 2 build satisfactorily on to the skills, knowledge and understanding acquired earlier, but standards are still below the level expected by the age of 9. This is an improving picture since the last inspection when standards were judged to be well below national expectations. Standards are mainly depressed because pupils reading and speaking skills are limited and historical enquiry is based on the ability to ask questions and find information out from historical sources.

120 In the only lesson seen pupils reached satisfactory standards making simple comparisons between past and present photographs of homes. They were able to reach this standard because of the very good support given by the teacher and the wide range of stimulating resources she had available. Good effective support given to the reading of simple labels enabled pupils to match labels to the pictures. Over time evidence in books is very thin, but pupils have put toys into the correct order on a simple time line, and this is an improvement since the last inspection when pupils had difficulty with the concept of time. A series of illustrations display a growing awareness of their own history. They know that they have changed since they were babies and that they will look different when they are grown up. Pupils who are higher than average attainers in speaking and reading display knowledge and understanding of history at the level expected. They understand clearly the difference between fact and fiction and know how to use a simple reference book to find out more information for themselves. Pupils have made good progress through a structured scheme of work, but as in English, there is a higher than average proportion of pupils with special educational needs whose knowledge and understanding of the subject is at a more superficial level.

121 Pupils in Key Stage 2 make sound progress and reached a satisfactory standard in the lesson because of the good stimulation and effective delivery of the teacher who adopted the role of a Victorian lady. They listened carefully to the facts, and the majority found some information for themselves from worksheets carefully prepared by the teacher to match reading ability. They share information with the group successfully. Higher attaining pupils know where information from the past can be found. They develop reference skills to help them to research information for themselves. In role, the teacher effectively supports discussion and pupils revisit learning about Victorian children's life style and draft simple letters of complaint to Lord Shaftesbury. Pupils satisfactorily gain historical knowledge, although research and writing standards are not high enough. Work in books is sparse, but indicate that pupils have a developing awareness of chronology.

122 Throughout the school pupils have an understanding of past and present through the recent celebrations of the school's 90th birthday. Artefacts and photographs tracing the history of the school stimulate pupils' interest. Opportunities are currently missed however to interview older members of the community to hear first hand experiences. In the good role-play situation relating to Victorian times, pupils responded to questions, but they rarely asked questions.

123 Pupils respond well to history, they show interest and generally behave well. They take turns to answer and co-operate well with each other. In the Key Stage 2 lesson the appeal of the teacher acting a role supported pupils' interest well.

124 The quality of teaching is good. Teachers are secure in their knowledge and understanding of the subject. Lessons are well planned and appropriately resourced in Key Stage 1. However, stimulating artefacts from the past are missing from Key Stage 2. Teachers circulate well to support learning and extend thinking. More emphasis needs to be placed on encouraging pupils' to ask questions and then find out the answers for themselves. Behaviour is well managed and lessons move at a brisk pace. Teachers' planning is effectively guided by a scheme of work. This is a significant improvement since the last inspection. Teachers assess work and keep useful pupil records. Work in books is marked supportively but pupils' attainment is more frequently measured through speaking and listening activities. Resources are just satisfactory for teaching the curriculum. However, the school lacks a range of stimulating artefacts and there is limited use of visitors and visits to museums and places of interest to enhance the curriculum and improve pupils' learning.

125 The co-ordinator is employed on a part-time basis, however she frequently works in several classes on a supply basis. She has the advantage of monitoring planning and the effectiveness of the planning in the classroom. She has a clear understanding of the future direction of the subject.

## **INFORMATION TECHNOLOGY**

126 All pupils make steady progress in information technology as they learn about new applications such as using programs to present their written work or to handle data and begin to apply these in differing areas of their work. For example, they use computers to support their work in English, mathematics and science. However, progress is uneven across the various strands of the subject. Standards of attainment do not fully meet national expectations at the end of Key Stage 1, or expectations for the age of pupils when they transfer to middle school. For the oldest pupils, in each key stage, standards are higher in word processing and in handling information than in other areas of the information technology curriculum such as using computers to control devices or to find information. Pupils build on the good foundation established by the age of five.

127 By the age of seven, most pupils are competent in basic keyboard routines and using the mouse. For example, they know how to edit text and move the cursor. They use these skills effectively to write short stories and select colour for shading images. Pupils know that information can be assembled and represented graphically, but they have limited experience in this area. They have little experience of control technology; for example, they are unsure how to program the movements of a floor robot. Pupils have some experience in using a computer to make simple decisions, for example, to work through a spelling program. Pupils experience takes in a varied range of activities, including observing how a digital camera is used. However, they do not have enough opportunities within the school curriculum to develop their knowledge and skills to a sufficiently high level.

128 By the age of nine, pupils have sufficient skills in word processing to write short stories, they know how to save, retrieve and print their work. These enable them to edit text competently and support re-drafting of work in literacy. However the range of their writing is quite limited. Pupils know how to combine text and pictures, using a 'clip-art' program. Pupils have relevant experience in assembling and entering data, for example, to research levels of pocket money. They display their results graphically, with class-teacher support. Pupils are aware that information is available on a CD-ROM and that search routines are used to find the relevant material. However, their experience of this use of computers is quite limited.

129 Pupils have some experience in control technology, having completed some basic work using 'logo' at a neighbouring school. They use simulation programs to investigate flight control. Pupils are given opportunities to widen their experience in using technology; for example they photograph pre-arranged displays of 'still life' then edit the result on screen to produce differing effects in the style of

Cézanne. Their understanding of the wider uses of information technology in the outside world is very limited. They have some difficulty in discussing this and in explaining their own use of information technology. Whilst gaining useful insights into a range of activities, pupils have insufficient opportunities throughout the curriculum to consolidate these and achieve standards expected for their age.

130 Most teaching of information technology currently consists of short sessions (10-15 minutes) where routines are demonstrated. However, these only provide limited scope for pupils to participate. Some pupils have to wait several days before they have the opportunity to consolidate what they have learnt. Class teachers are confident and competent when demonstrating these routines and the standard of teaching is satisfactory. For example, they clearly show the advantages and techniques for using 'find and replace' to edit text. They demonstrate how to use 'word-art' and introduce pupils to the digital camera. Within the current school curriculum plan, teachers plan effectively and use limited time well. They introduce ideas with reference to vocabulary and explain how these can support pupils working in such areas as literacy and art. However, the overall application of information technology in the school is quite limited and does not yet fully support pupils' learning in other subjects.

131 Most pupils are positive in responding to the opportunities provided. They act in a responsible manner when using equipment to work independently. Many are keen to learn and interested in the possibilities for using information technology.

132 The curriculum offered just meets statutory requirements and provides some good and varied opportunities to all pupils. It is beginning to support well the development of literacy and numeracy. However, there are gaps in planning sufficient work to meet all curricular objectives, for example, in control technology. At present resources do not allow for whole class teaching to be followed by immediate and sustained pupil activity. This restricts learning. The co-ordinator is well aware of these issues and has formed clear priorities to respond to them.

133 Younger pupils are benefiting from increasing variety in the range of opportunities available. With improving resources the pupils are developing basic computer skills at an earlier age. The Teachers build on this experience as pupils move through the school and, when compared to the previous inspection report, it is clear that the school is achieving some success in meeting the higher expectations now required.

## **MUSIC**

134 During the inspection it was only possible to observe three lessons with further evidence drawn from hymn practice. Discussion with the head teacher, co-ordinator, teachers, and scrutiny of planning supports judgements. At the last inspection the aspect of composition was underdeveloped. No first hand evidence of composition was observed during this inspection, however it does feature in teachers' plans at both key stages. Lessons are planned from national guidelines that include all aspects of music experiences and cover all aspects of the curriculum.

135 Attainment is broadly in line with what is expected for the age group by the end of Key Stage 1 and by the end of Year 4. By the age of seven, pupils make satisfactory progress through their learning in the musical experiences offered to them. Learning in lessons is good. Pupils listened carefully to contrasting pieces of music that denote weather. Although their vocabulary is not extensive, they successfully described the thoughts and feelings that the music evokes. They clap the rhythm of words accurately and with good control. They respond well to variations in rhythm. Although unaccompanied they sang a familiar song tunefully.

136 By the age of nine, pupils' progress is sound and they build on the skills knowledge and understanding that have been learnt previously. In the Year 3/4 classes pupils' progress in lessons ranges from good to unsatisfactory. This is mainly due to the poor behaviour of a significant minority of pupils who hamper the progress of others. Good progress is due to the brisk pace of the well-prepared lesson where all pupils participate enthusiastically and with interest and concentration. Learning is effective in the listening and appraisal element of music as well as in speaking and listening. Pupils are developing an understanding that music can describe images and moods; they know that music conveys emotion and described sad and happy music. They are beginning to develop an aural memory, and can recall small details of the tune. In a good lesson, pupils listened to music and effectively limited the feelings conveyed by the music to pictures painted by famous artists. Discussion and listening to sounds is a strong feature of the subject and effectively supports literacy skills.

137 Pupils' attitudes on balance are good, but range from very good to poor. In classes where pupils' attitudes were very good pupils concentrated well. They showed interest and enthusiasm for listening and discussing music and asked if they could listen to particular pieces again. Where teaching is good, pupils behave very well because they are so rapt in the stimulating lesson. The poor attitudes and behaviour of a significant minority of pupils in two of the Year 3/4 classes is not effectively managed and this impedes musical appreciation for others.

138 The quality of teaching is variable; it ranges from very good to unsatisfactory but on balance teaching is good. New hymns are introduced effectively to the school; the melody is well taught in phrases, with sufficient repetition for children to memorise the words and tune. Recently learnt hymns are practised successfully so that improvements can be made, and familiar hymns are successfully refined. Singing is well supported by a pianist from the local Methodist Church. The best lessons are well planned and resourced and teachers stimulate the pupils. In a good lesson, the teacher demonstrated a good knowledge and understanding of music, and an enthusiasm to share good music with pupils. Every pupil is expected to make a contribution, and all views are valued. Teaching is unsatisfactory in lessons where the management of pupils' behaviour is weak. Music from pupils' own culture, and that of others, is incorporated into the assembly programme.

139 Currently the deputy head teacher is maintaining the leadership of the curriculum. She does this satisfactorily, monitoring planning and identifying weak areas of provision. Resources are unsatisfactory; many instruments are old and in need of replacement, and most teachers use their own recorded music. The use of the computer is underdeveloped in this curriculum area.

## **PHYSICAL EDUCATION**

140 In the last inspection of the school standards in physical education were satisfactory throughout both key stages. Although only games lessons were observed during the inspection evidence from teachers' planning, records and discussions with staff and pupils show that standards have been maintained across all the strands of the curriculum for physical education. Pupils make steady progress and develop a sound range of physical skills by the time they transfer to middle school at the age of nine. Teaching is at least satisfactory and sometimes good and this effectively supports pupils' learning as they move through the key stages. Throughout the school, pupils build well upon their earlier learning to improve their skills and performance. Many make gains in their physical skills within the session. All pupils work at their own level and are involved in all activities. The specialist support staff work well with pupils with special educational needs. They encourage them to join in activities at a level that matches their physical development and enables these pupils to take a full part in lessons and to gain in self-esteem.

141 Pupils in Key Stage 1 develop their ball skills as they practise dribbling a ball with different parts of the foot and can stop and control a ball well. They develop accurate aiming skills as they throw a quoit or beanbag into a hoop. In a lively lesson they planned well together to develop their own strategies to introduce scoring into their game and to devise ways of stopping others from getting the beanbag into the hoop. The teacher used the time well and introduced a good level of challenge into the activities through well-timed interventions that enabled the pupils to improve their aiming and defending skills. Pupils are enthusiastic and enjoy their activities and this effectively supports their learning. In a well-taught lesson, pupils in Key Stage 1 warmed up energetically and moved and dodged with good control as they evaded two designated 'catchers'. They practised a variety of ways of sending, receiving and travelling with a ball. Pupils developed sound hand and eye co-ordination as they practised ball skills in pairs. Many pupils achieve increasing accuracy in their throwing and catching and see the relevance of these skills to formal games.

142 In an introductory lesson on tennis with a Year 3/4 class, the teacher's good subject expertise ensured effective direct teaching of skills to ensure that pupils held a racket correctly and moved to follow the ball. Many pupils improved their control of the ball and worked well in pairs to hit the ball to each other. The lesson was well planned and the teacher made clear his high expectations in respect of work and behaviour. Many pupils enjoyed the activity and were enthusiastic. The significant minority of pupils, who did not listen well, would not take turns and constantly sought attention, were well managed by the teacher. Time was not wasted in dealing with minor incidents. Pupils were interested and challenged by the activities and responded well to the brisk pace maintained. The pupils made sound progress; by the end of the session they had developed their control of the ball through a good range of activities that required timing and balance. They learned quickly and directed the ball with a bat with increasing accuracy.

143 Pupils are mainly well motivated and their attitudes to physical activities are often good. Most pupils listen carefully and respond well to teachers' directions. They are eager to take part in the activities presented and relate well to their teachers and to each other. Most pupils are keen to demonstrate their skills to the rest of the class. They watch others carefully and are quick to applaud their success. Throughout both key stages, pupils use space confidently and in most lessons co-operate sensibly to put out and return apparatus. In many lessons, they work well in groups and learn from each other. They work hard to practise and refine their own performance. Behaviour is mainly good and pupils are aware of the need to work safely. The good attitudes and behaviour are sustained by the teachers' brisk pace in lessons and this ensures that pupils are able to develop a good range of skills over time. By Year 4, pupils are beginning to sustain vigorous activity well and have a good understanding of the positive effects of physical activity on their health.

144 Teachers ensure that pupils work safely and encourage their self-esteem through well-timed praise. They demonstrate skills and make good use of pupils' demonstrations to encourage others to observe carefully and to evaluate and improve their own performance. The head teacher co-ordinates the subject well and provides good support to staff. After-school activities are well supported; they reflect the commitment of staff and pupils and enhance the curriculum. The skills learned in these clubs are frequently used in lessons. Activities include a running club, football, mini-rugby and cycling proficiency. The school has the benefit of two halls for physical activities but has no playing field and this limits learning, impacting on activities such as athletics and some games.

## **RELIGIOUS EDUCATION**

145 Pupils make satisfactory progress as they move through the school; they develop their knowledge of Christianity appropriately and begin to explore other faiths. However their overall

standards of attainment do not fully meet the requirements of the Locally Agreed Syllabus in either Key Stage 1 or Key Stage 2.

146 By the age of seven, pupils gain an adequate knowledge of the main events in the life of Christ. They study well-known parables, such as the 'prodigal son' and miracles, such as the 'feeding of the five thousand'. They are aware that Christianity is represented through symbols and ceremonies; they experience a mock baptism and celebrate harvest. Pupils can name well-known festivals, such as Christmas and Easter. They begin to explore Judaism such as the festival of Hanakkah and know that it represents 'light'. By hearing other stories; for example, about Moses, they express some feelings regarding captivity and freedom. However, they have difficulty in expressing these clearly, either in the spoken or written form. Whilst higher attaining pupils produce some detailed written work, most pupils lack the ability to write in any detail. Overall, pupils do not gain sufficient understanding of the events and stories studied or the vocabulary needed to describe them adequately.

147 By the age of nine, pupils extend their knowledge of Biblical stories. They explore significant events in more detail such as Christ's period in the wilderness and the events leading to Palm Sunday and Easter. Their written work varies in quality, with only higher attaining pupils writing in sufficient depth to demonstrate an adequate understanding of the significance of these events. Some written work is poor, with little detail or evidence of understanding. However, in discussion, valid points are made; for example one pupil clearly explained the significance of the cross within the Christian faith. Many pupils have difficulty in interpreting a written text and matching it to a visual clue. For example, they struggle to match descriptions of differing styles of the cross to illustrations. This is mainly due to their poor understanding of the relevant vocabulary. However, some pupils make sound progress in recognising the importance of religious belief in society. They discover how beliefs influence behaviour, both in Biblical times and today. They begin to explore beliefs that originate in Asia; for example, Hinduism and learn about festivals such as Divali.

148 The quality of teaching is sound in both key stages. Teachers present ideas clearly and provide good opportunities for discussion. Good use is made of story in Key Stage 1, to highlight dilemmas and emotions, such as those experienced by Moses. Some imaginative tasks are set that could be further extended. Teachers plan to the locally agreed syllabus and organise tasks efficiently on most occasions. They generally manage pupils' behaviour well. In Key Stage 2, relevant questions help promote thinking and all pupils are drawn into discussion. Some interesting tasks are set and where pupils are well supported they make sound progress. However, where teaching is less successful; the pace is too slow and this leads to inattentive and poor behaviour. Some tasks reinforce vocabulary well, although they need considerable teacher input to enable pupils to progress sufficiently. Most pupils' responses are satisfactory; they listen, contribute to discussions and work collaboratively in groups. Where behaviour is unsatisfactory, in Key Stage 2, a small minority of pupils actively seek to disrupt the work of the majority.

149 The new co-ordinator has made a good start in identifying priorities for the future and recognises the importance of monitoring pupils' work thoroughly. The school offers an appropriate curriculum that meets the requirements of the locally agreed syllabus. However, the unsatisfactory resources significantly hinder the teaching of the curriculum and this slows pupils' learning. The main priority is to purchase sufficient children's Bibles for class use. Since the last inspection, standards have been maintained even though there has been a significant increase in numbers of pupils with special educational needs.