

**ERRATUM**

**ST JOSEPH'S RC VA PRIMARY SCHOOL**

**INSPECTION NUMBER: 194278**

**SUMMARY OF REPORT PAGE 9**

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

**How well the governors fulfil their responsibilities should read:**

Satisfactory.

# INSPECTION REPORT

## **ST JOSEPH'S RC VA PRIMARY SCHOOL**

Newton Aycliffe, Darlington

LEA area: Durham

Unique reference number: 114266

Head teacher: Mrs J Roberts

Reporting inspector: Mrs Julia Bell  
2456

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

Inspection number: 194278

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Garburn Place Newton Aycliffe Co Durham
Postcode:	DL5 7DE
Telephone number:	01325 300337
Fax number:	01325 300337
Appropriate authority:	The governing body
Name of chair of governors:	Father James Dunne
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2456	J Bell	Registered inspector	Science	What sort of school is it?
			History	The school's results and pupils' achievements.
			Physical education	How well are pupils taught?
			Foundation stage	How well is the school led and managed?
			Special educational needs	What should the school do to improve further?
			Equal opportunities	
19741	T Smith	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23375	J Hicks	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Information and communication technology	
			Design and technology	
			Geography	
12631	M McLean	Team inspector	English	
			Art and design	
			Music	

The inspection contractor was:

Eclipse (Education) Limited  
14 Enterprise House  
Kingsway  
Team Valley  
Gateshead  
NE11 0SR.

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a smaller than average size primary school; it admits pupils aged three to 11. It is one of two Voluntary Aided Catholic schools serving the parish of St Mary and St Joseph in the town of Newton Aycliffe, County Durham. The school has a broad social mix and admits pupils from a wide area including council and private housing. The school has 153 pupils on roll, 90 boys and 63 girls in main school as well as a further 22 boys and 28 girls attending part time in nursery (25 full time equivalent). Sixteen per cent of the school population is eligible for free school meals. This is broadly average. The school admits pupils with a wide range of attainment but most are at the levels expected for their age when they start school. The school has three pupils from other ethnic backgrounds but none for whom English is an additional language. This is below national averages. There are 36 pupils with special educational needs, which is above average for a school of this type and size. Four have statements of specific need, which is higher than in most schools. The head teacher has been in post a year and the deputy head joined the school at the start of the current term.

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

St. Joseph's Primary School provides an effective ethos in which pupils are well cared for and supported in their learning and where they make good progress in English and sound progress in all subjects except mathematics where progress is unsatisfactory. This results in standards in English that are well above average by the age of 11. However, pupils' attainment in mathematics is too low. Standards in science are at the level expected for this age group. Standards could be higher in both these subjects. The head teacher gives a clear lead in establishing very good relationships that encourage pupils to want to learn and to behave well. Together with the key staff and governors she provides sound leadership and management. Teaching is satisfactory, with examples of good and sometimes very good teaching in lessons in all year groups. The school provides satisfactory value for money.

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

- Pupils make very good progress in English and standards are well above average by the age of 11.
- Relationships are very good and so pupils have positive attitudes to school.
- The provision for pupils' spiritual, moral, social and cultural development is good and this ensures that their personal development is very good.
- Staff manage pupils well and so behaviour is very good.
- There are good links with the parish, local community and parents.
- The staff provide a good range of visits and experiences to enhance pupils' learning.

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

- Pupils' standards in mathematics by the end of Year 6.
- The standards in science overall.
- Provision for information and communication technology (ICT) to ensure access to a wider range of experiences to meet statutory requirements and to improve standards.
- The day-to-day assessment and recording of pupils' progress and the use of the information gained to plan work that builds more precisely on what they already know, particularly the more

able.

*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 satisfactory progress since it was last inspected in 1997. However, the sudden departure of the previous head teacher in May 2000 meant that the current head teacher, who was then deputy head, had to take over the management of the school with no prior notice. She was appointed to the headship in January 2001. A senior teacher acted as deputy head until the appointment of the current deputy who took up her post this term. This situation has inevitably slowed the school's implementation of its priorities for development. However, most of the issues identified in the last report have been resolved or are identified in the school improvement plan as areas for further development. Standards in English have improved substantially and teaching is better. However, standards in mathematics are too low and although work in science is satisfactory, standards in both subjects could be higher by the time pupils transfer to secondary school. The adoption of recent national guidance ensures an effective framework on which to base teaching and learning in all subjects. The school has adopted a common format for planning that clearly identifies what they expect pupils to learn in each lesson. Teachers' planning for the curriculum now provides better opportunities for pupils to apply the knowledge and skills they have learned. The staff have worked hard to improve their assessment and recording of pupils' progress and attainment. However, the use of the information gained from day-to-day checking on what pupils have learned is not yet used well enough to plan the next units of work, particularly in Years 3 –6. The role of subject co-ordinators is improving but more could be done to ensure that they all have a role in monitoring teaching and learning in their subjects. Although many governors are new since the last inspection, they are linked individually to subjects or whole school issues such as special educational needs and now take a useful role in supporting the school's planning for improvement. All the health and safety issues identified at the time of the last inspection have been resolved. Staff and governors have a shared commitment to the school and there is satisfactory capacity to further improve.

## STANDARDS

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

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

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

The school's results vary from year to year since in some years there are smaller numbers of pupils in the Year 6 classes. This limits the reliability with which the school's results can be compared to others, as each pupil's performance has a significant impact on the overall results. Over the past five years the school's performance has improved at a similar rate to most other schools. The results for seven year olds in the 2001 national tests in reading were above the average for their age. Standards in writing tests were average. In mathematics tests at the age of seven pupil' performance was well

above average. Attainment in science was average for this age group. The high standards in reading and mathematics have remained consistent over recent years. The school does well in these two subjects when compared with similar schools. In the 2001 tests for 11 year olds, standards in English were well above national average and also in relation to schools with a similar number of free school meals. Standards were very high when compared to pupils' prior attainment at the age of seven and were in the highest five per cent nationally. The standards in mathematics, which have declined over recent years, were well below average. In science tests standards were below average when compared to most other schools. Too few pupils attain the higher levels in mathematics and science. The school has set suitably challenging targets for this year and is on track to meet them. On the basis of the current work, pupils' standards by the age of 11 are well above average in English and average in science. They are beginning to improve in mathematics but are still below average. More able pupils in Years 3 to 6 could do better in both science and mathematics if work was sufficiently challenging. The National Numeracy Strategy is not yet implemented as effectively as it should be in these classes and this slows progress in mathematics. This subject is a current focus for the school but this is too recent to have had a measurable impact. Standards in ICT are below those expected by the age of 11. This is because of the school's poor provision in the past. This has improved but problems with equipment mean there are gaps in pupils' experiences. There is some good work in art and design throughout the school and pupils in Year 6 produce effective paintings. Pupils enjoy singing and standards are good throughout the school. The number of pupils with special educational needs is above average but they are supported well and so make good progress in relation to their earlier attainment.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Most pupils are eager to learn. They are responsive and show very positive attitudes in all they do.
Behaviour, in and out of classrooms	Very good. The behaviour of most pupils in lessons and around the school is very good. They are polite and courteous to each other and to adults.
Personal development and relationships	Very good. Relationships are very good and make a major contribution to pupils' personal development.
Attendance	Broadly satisfactory.

The school ethos is very effective and is based on the very good relationships that ensure all pupils are valued. This, together with the good range of experiences to enhance the curriculum, promotes their positive attitudes to learning. Teachers manage pupils well and so behaviour is very good. Attendance has declined substantially since the last inspection. This is partly due to the numbers of families who take holidays in term time. The school does not yet have sufficient procedures to encourage good attendance.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory	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 teaching is at least satisfactory overall with some good, and sometimes very good, teaching throughout the school. No lessons were unsatisfactory. Teaching is more consistently good in the nursery, Year 1, Year 2 and Year 6 classes. Teachers in the foundation stage plan their lessons well with nursery nurses and classroom support assistants. This enables many children to achieve well in the nursery but progress slows in reception where teaching is broadly satisfactory but is not as well organised as it could be. The whole class sessions are sound but group tasks are not well matched to what the children already know and their independently chosen activities are not always sufficiently planned or checks made on their progress within them. The teaching is mainly good in Years 1 and 2 where the basic skills of literacy and numeracy are taught well. Teaching is at least satisfactory and sometimes good in Years 3 to 6 with some very good teaching in Year 6. Teaching in English is good, and sometimes very good throughout the school and results in high standards. However, although literacy skills are taught well, pupils' very good writing skills are not used well in all other subjects. The National Numeracy Strategy is used throughout the school. However, it is less well developed in Years 3-6. This is because the school has tried to use staff expertise more effectively and has recently moved teachers to different classes where they are not yet fully familiar with the programmes of work identified in the Numeracy Strategy for the age ranges they now teach. As a result numeracy skills are not reinforced well enough. The current grouping of pupils in Years 3 to 6 for their numeracy lessons is not yet as effective as it could be in matching work to pupils' abilities. Teachers' expectations of pupils' behaviour are high and they use very effective strategies to manage their pupils. Many teachers provide interesting activities that encourage learning. However, teachers' expectations of what the more able could achieve are not always high enough and work does not always provide enough challenge for these pupils. This reflects too little use of the day-to-day checks on pupils' progress in lessons to plan the next work to build more precisely on previous learning. The teaching of pupils with special educational needs is good and they are well supported by teachers, classroom assistants and other support staff. The targets identified in their individual learning plans are clear and enable class teachers to plan suitable work.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Broadly satisfactory. However, not all statutory requirements for ICT are fully met. The school provides a broad and balanced curriculum. This is enhanced by the good range of visits out of school and after school clubs.
Provision for pupils with special educational needs	Good. These pupils are supported well by teachers and classroom support assistants. Their individual programmes are well planned and progress against their targets is checked regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual development is good and for pupils' social and moral development it is very good. The provision for cultural development is sound; although pupils have good opportunities to learn about their own culture, they have less awareness of other faiths and traditions.
How well the school cares for its pupils	Satisfactory. The day-to-day care of pupils is good and there are very good procedures for monitoring pupils' behaviour and good procedures for monitoring pupils' personal development.

The school is continuing to improve its provision for ICT but previous gaps in resources mean that a few strands of the National Curriculum are not yet fully in place. The school's procedures for target setting for individual pupils are sound and based upon analysis of a variety of test results. However, procedures for the day-to-day assessment and recording of pupils' progress are not as well established, particularly in Years 3-6. In these classes, the information gained from assessment is not used well enough to modify teacher's weekly and daily planning so that work builds on what pupils have already learned. The school has established a good partnership with parents; they are very pleased with the work of the school. Parents provide good support in classrooms and their generous fund raising enhances the school's resources for learning in areas such as ICT.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. The head teacher and key staff provide sound leadership and management. The head teacher gives a good lead in establishing the positive ethos for learning in the school. The teamwork is good and supports pupils' learning.
How well the governors fulfil their responsibilities	Unsatisfactory. The governors care for the pupils, work well to support school improvement and now have a greater role in strategic planning. However, not all the statutory requirements for ICT are fully met.
The school's evaluation of its performance	Satisfactory. The school is using performance data to evaluate its success and set realistic, broad targets for improvement. However, the action taken to achieve them has not been rigorous enough to improve areas such as pupils' mathematical skills.
The strategic use of resources	Good. The school makes effective use of the resources available. Specific grant has been used well to provide classroom assistants and for pupils with special educational needs.

The accommodation is satisfactory and well looked after by the caretaker. Resources have improved and are now broadly satisfactory. Those for physical education are good but there are still some gaps in ICT. Staffing is adequate for the size and type of school. Finances are well managed and governors make use of the principles of best value to ensure that goods and services are of best quality and value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They feel comfortable about approaching the school with any questions.</li> <li>• The teaching is good and their children make good progress.</li> <li>• They are well informed about their children's progress.</li> <li>• The school is well managed and helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amounts of work children are given to do at home.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors share parents' positive views. The school is well managed on a day-to-day basis and the head teacher gives a good lead in establishing the very positive ethos in the school. This supports the pupils' learning and, as parents indicate, it encourages pupils to want to do their best and enhances their personal development. Inspection findings show that there is some good, and sometimes very good, teaching throughout the school, particularly in the nursery, Year 1, Year 2 and Year 6 classes. The amount and frequency of homework is similar to that in most primary schools. This is a small primary school and, given its size, it provides a good range of extra curricular activities and visits, including a residential visit for the oldest pupils.

## **PART B: COMMENTARY**

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

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

1 Children enter the nursery with a broad range of attainment but many are at the levels expected for their age when they start school. They make good progress in the nursery and sound progress in the reception class and by the time they transfer to Year 1, they have satisfactory skills in the language, literacy, communication and mathematical areas of learning. Staff in the foundation stage give a high priority to developing children's personal and social development and so they are well settled into school routines and are confident in moving about their class bases. This area of learning is above expectations even though many children are at an early stage of their school career. The children develop very good attitudes to their learning and achieve the standards expected for their age in their creative skills, physical development and their knowledge and understanding of the world about them.

2 The school's results vary from year to year because there are smaller numbers of pupils in the Year 6 classes in some years and the numbers of pupils with special educational needs varies. These factors limit the reliability with which the school's results can be compared to other schools since the performance of each pupil has a significant impact on the overall results. Since the last inspection, standards in English and science have improved at a similar rate to most other schools. In the most recent national tests for pupils at the end of Year 6, standards in English were well above the national average. Standards were very high when compared to pupils' prior attainment at the age of seven and were in the highest five per cent nationally. The standards in the national tests for mathematics are not as high as they were in the last inspection and have declined over recent years to well below average. In science tests standards were below average when compared to most other schools. When compared to schools with a similar number of free school meals, standards are well above average in English but well below the average in these schools in mathematics and below in science. The school's performance in mathematics and science is below similar schools because too few pupils attain the higher levels.

3 In the most recent national tests for seven year olds, standards in reading were above the average for their age. Standards in writing were average and in mathematics were well above average. The school has maintained consistently high standards in reading and mathematics in tests at the end of Year 2 over recent years. The school does well in these two subjects when compared with similar schools. Teachers' assessments of pupils' attainment in science were average.

4 On the basis of current work, pupils' standards by the age of 11 are well above average in English and average in science. They are beginning to improve in mathematics but are still below average. There are a number of reasons why standards are low in mathematics and science, even though inspection evidence indicates that there is some good teaching across the age range. The pupils' attainment in tests in mathematics and science is often lower than the national average because too few attain the higher levels. More able pupils in the juniors could do better in both science and mathematics if work was sufficiently challenging. In Years 3 to 6 too little use is made of the day-to-day assessments of what pupils have learned in lessons to ensure work builds on previous learning. The National Numeracy Strategy is not yet implemented as effectively as it should be and this slows progress in mathematics. The school has tried to use staff expertise more effectively by moving several teachers to different classes. However, this is very recent and they are unfamiliar with the age ranges they now teach. These teachers are not yet fully familiar with the programmes of work recommended in the National Numeracy Strategy for the age of the pupils in the classes they now

teach since they have not been involved in the relevant training for these age groups. The school has tried to group pupils by ability for literacy and numeracy lessons but these groupings are not effective. For example, less able Year 4 pupils are taught with the whole Year 3 class, the rest of Year 4 and less able Year 5 pupils are taught together and more able Year 5 pupils work with the whole Year 6 class. This means that the ability range is still too wide in each group and teachers find it much more difficult to plan work for these groups than they would for their usual mixed ability class.

5 Inspection findings show that standards in speaking and listening are at the levels expected for their age for pupils in Years 2 and 6. Teachers place a high priority in reinforcing these skills in all lessons and by Year 2 most pupils listen carefully and respond well to their teacher's instructions. In Years 3 to 6, pupils listen carefully to their teachers. They listen well to each other in discussion and talk to each other about their activities as they work in small groups. The school provides good opportunities for pupils to gain confidence in talking to an audience. For example, pupils talk confidently about their feelings in assemblies, during Community Mass and in performances for their parents.

6 Standards in reading are above what is expected of pupils in Years 2 and 6. Basic reading skills such as the recognition of letter sounds and blends, the use of pictures to make sense of a story and the use of the context of a word are taught well in the infants and these are used well by the time pupils are in Year 2. Teachers read stories well and this encourages pupils to read with expression. Many parents listen to their children read at home and this has a positive impact on the standards achieved. In the juniors, pupils of average and higher ability read above the expectations for their ages. Many pupils read confidently and with good expression. They know how to use indexes and alphabetical order to locate information to assist work in English and other subjects. They talk about their favourite authors and the types of story they prefer.

7 Standards in pupils' writing are above what is expected for their age in Year 2 and well above the expectations of pupils in Year 6. As part of its aim to improve the quality of writing, the school has allocated extra time outside the Literacy Hour. This enables pupils to draft and improve their writing, which is enabling pupils to achieve very high standards in their writing by Year 6. In Year 2, pupils understand what a sentence is and are beginning to use capital letters and full stops. Higher attaining pupils link a sequence of short sentences to write their own stories. The spelling of commonly used words is usually accurate and pupils make recognisable attempts to spell unfamiliar words. In Years 3 to 6 pupils use a wider range of punctuation, including speech marks and apostrophes. By Years 5 and 6 they write well for a range of different purposes. For example, they write very imaginative stories, set out play scripts correctly, write letters and produces high quality poems. Teachers in these classes often use themes from history to promote pupils' writing skills, for example, keeping diaries as Florence Nightingale. However there are too few opportunities for pupils to use their very good writing skills in science where accounts of experiments are often copied from the board or only require them to complete a worksheet.

8 Pupils enter the school with average attainment in mathematics and make good progress through Years 1 and 2. By the age of seven, pupils achieve well and now exceed the standards expected for their age.

9 Standards in mathematics are lower for pupils aged 11 than at the time of the previous inspection particularly for higher attaining pupils. Much of the work given to extend these pupils uses harder numbers and does not set tasks that cause pupils to apply the ideas they have learned to solving problems rather than further practice in methods of calculation. However pupils use numeracy skills, such as bar charts and line graphs, successfully in other subjects, such as science and geography.

10 Throughout Years 1 and 2 pupils develop increasing confidence in using numbers and are beginning to understand place value. Pupils of all abilities are suitably challenged and there is always a range of extension exercises for those who master the subject more quickly than others. Time at the end of the lesson is used well to review the work of different groups and reinforce the learning that has taken place. Throughout the lessons pupils with special educational needs are well supported by the teacher and classroom assistant so that they make good progress.

11 The school has made improvement in standards of attainment in the juniors a high priority. It has made a number of changes to its organization and support for the subject in an attempt to deal with the issue although many of them are too recent to have had much effect. The National Numeracy Strategy is used throughout the school but it is less well developed in the Years 3 to 6 classes. Time is not used well; some lessons overrun and the time at the end of the lessons, when teachers could discuss the learning with pupils and judge their progress, are often cut short or rushed. This has a negative impact on standards because teachers do not have the information to adjust their future lessons to take account of the strengths and weaknesses in pupils' learning. The groups for numeracy lessons are not as well organised as they could be and staff who have recently changed classes and are not all as confident in implementing the National Numeracy Strategy as they need to be.

12 Standards in science are steadily improving since the teachers' plan for a range of interesting activities and experiences that develop pupils' skills, knowledge and understanding. However, there are too few opportunities for pupils in the top years of the school to plan and carry out their own investigations. The use of national guidance means that lessons build on previous work and this has a positive impact on pupils' learning. However, pupils have too few opportunities to use their good writing skills to set out their findings. Too often the teachers' writing up of experiments is copied from the board or pupils are only required to add a few words to complete sentences in basic work sheets. The standards in information and communication technology (ICT) have improved substantially and are now at the levels expected at the age of seven but are still below the levels expected by the age of 11. Although the school has made big improvements in the provision for ICT, there are still problems with the reliability of equipment and also gaps in the experience of the older pupils due to limited resources when they were younger. However, pupils now have more knowledge and understanding of word processing, data handling and control than they did four years ago. There is some good work in art and design throughout the school and pupils in Year 6 produce effective paintings. Pupils enjoy singing and standards are good throughout the school.

13 Pupils with special educational needs make good progress because they are well supported by teachers, classroom assistants and the school's specialist teacher who also works with them. The staff are effective in helping the pupils to understand the work expected of them and plan work to match the pupils individual targets. These are mainly linked to improving English skills and rarely identify possible targets for mathematics, yet the school has low standards in this subject. This means that a few pupils who need extra help in mathematics do not have sufficiently specific targets in their individual plans.

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

14 The school ensures that all pupils are fully included in the life and work of the school. Pupils of all ages enjoy school and have very positive attitudes to their learning. This is a better picture than that reported at the last inspection. They are well motivated, ready to learn and keen to respond to the challenges offered to them, pursuing each new task with purpose and good levels of concentration. Pupils listen well to their teachers, or when others are speaking and contribute sensibly in discussions.

15 Behaviour, both in and out of class, is now very good. Pupils know, fully understand and follow the school rules well, with most displaying high levels of self-discipline. Bullying is very rare and no incidents were observed or reported during the inspection. There have been no exclusions in recent years. Pupils genuinely care for their school and treat its fabric, fittings and resources respectfully.

16 Relationships, generally, have also improved since the last inspection, and are now very good. This has a significant impact on the quality of education provided. Pupils are polite, open and friendly, and work together very amicably when opportunities arise. They have a very clear understanding of the impact of their actions upon others and show due respect for other peoples' feelings. The youngest children who have recently started school are very settled and developing good work habits. Pupils willingly take on responsibilities around school and carry out their duties well. The 'Buddy System' and 'Playground Squad', for example, work particularly well. They have a high profile in the school and help to promote a genuine sense of caring and community within the school as older pupils care for younger ones or support all pupils at playtimes. For example, alerting the teacher on duty if a pupil falls down or is upset. Opportunities for independent learning, however, are still not as well developed as they could be in some classes, although it is particularly good in the Nursery, and in Years 2 and 6.

17 Attendance has fallen significantly from a high level at the last inspection, and is now slightly below the national norm. The school is fully aware of this but has not, as yet, developed any effective measures to stem the downward trend. Unauthorised absence, however, remains extremely low. Punctuality is generally good. Almost all pupils arrive on time and sessions start promptly.

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

18 The quality of teaching has improved since the last inspection. The proportion of good and very good teaching has increased and there were no unsatisfactory lessons. There is good teaching in all year groups with more consistently good, and sometimes very good, teaching in the nursery, and in the Year 1, 2 and 6 classes. The good teaching in the nursery class ensures that children have a good start to their learning and make good progress. However, this slows in the reception class where the teaching, although broadly satisfactory, is less well organised and managed. In this class the activities vary in their quality and usefulness and are not always well matched to the abilities and experience of all the children. Teaching is mainly good, and sometimes very good in the Year 1 and 2 classes. This enables the pupils to make good progress. Teaching is broadly satisfactory in Years 3 to 6 with examples of good teaching in a few lessons in each class, with good and often very good teaching in Year 6.

19 In most lessons, teachers use a good range of teaching methods. They skilfully capture pupils' attention at the beginning of lessons, and as a result, pupils listen well and eagerly take part. For example at the beginning of an English lesson with a Year 5/6 class, the teacher's well-organised introduction ensured that all pupils knew what was expected of them. This resulted in a brisk start to the lesson as pupils worked well in pairs to compare different endings to stories and decided on their effectiveness. In a good ICT lesson with Year 4/5 pupils, the teacher made good use of the few computers available to establish good links with work on shape in mathematics to enable pupils to use commands to draw a square on screen. There was a good balance between direct teaching, and intervention to move the learning on, and opportunities for pupils to practise their skills and learn by investigating which angles they needed to produce the corners of the square. Pupils learned well as they thought about ways of changing their commands to produce different size squares.

20 Teachers develop very good relationships with pupils, which helps them to manage behaviour very effectively. In most lessons the pace is good and so pupils concentrate well. Questioning is often well timed and matched to the abilities of the pupils so that all are fully involved. For example, in a very well taught history lesson with Year 1 pupils, the very good questioning enabled the teacher to gain an awareness of what pupils had learned about the differences between old and modern toys and so she was able to structure the next activities to meet their needs. The well-chosen toys were used well to reinforce the pupils' understanding of chronology as they sorted the toys by age. Other adults were deployed well to support the learning of different groups. Teachers use encouragement and praise to boost pupils' confidence and reinforce their self-esteem. As a result they maintain their interest and respond well throughout most lessons.

21 The staff have worked hard to ensure that basic literacy skills are taught well. These skills are taught effectively through the medium of literacy lessons and are reinforced in the extra time given to writing and occasionally in other subjects. In many literacy lessons, opportunities are provided for pupils to enhance their speaking and listening skills through lively and interesting introductory and plenary sessions. Good reinforcement is given, though not consistently, to key vocabulary in some subjects. For example in a Year 2 numeracy lesson the pupils understood and used the term 'digit' when identifying the value of each number over 100. In science with Year 1, the teacher reinforced well terms such as 'transparent', 'flexible' and 'rigid' to enable pupils to understand these terms to describe the properties of different types of material. However, the very good writing skills that pupils develop as they move through the school are not used well enough in all subjects. For example, pupils in Years 3 to 6 have few opportunities to use their writing skills to record their work in science. Too often the whole class records the results of their investigations by copying the teachers' writing from the board or complete simple answers in a worksheet. There are too few writing tasks linked to other subjects such as history, religious education, geography and science or linked to independent reading and library research skills.

22 In Years 1 and 2, basic skills in numeracy are taught well and teachers reinforce these skills in subjects such as history where pupils learn to use a time line. However, the National Numeracy Strategy is not interpreted well enough in Years 3 to 6. As a result numeracy skills are not reinforced as well as they could be. In a bid to use staff expertise more effectively the school has recently moved several teachers to different classes. This means not all teachers are familiar with the age range of the classes they now teach or confident with the programmes of work identified in the National Numeracy Strategy for their classes. Although the current grouping of pupils in Years 3 to 6 for numeracy lessons is identified as by ability this is not really the case and is not effective. For example one set comprises of all Year 3 pupils, whatever their ability, plus lower attaining Year 4 pupils. There is a similar situation in each set and so teachers find it much more difficult to plan for learning in these groups and have fewer opportunities to reinforce skills in other lessons with their own class. However, there are some sound opportunities for pupils to record numerical data in both bar and line graph form in science and geography. They use measuring skills in design and technology and use computers to construct spreadsheets.

23 Teachers' subject expertise is broadly satisfactory in most subjects. However, some now require further training in the organisation for the Numeracy Strategy and, as the school continues to improve its provision for ICT, staff will need further opportunities to familiarise themselves with new hardware and software. Since the last inspection staff have participated in training on developing practical approaches in science but pupils in Year 3-6, particularly the more able, still need more opportunities to plan and carry out investigations. At the time of the last inspection, the teachers lacked confidence in teaching design and technology but this has improved through training and the adoption of recent national guidance.

24 Teachers' planning has improved and the adoption of recent national guidance is beginning to ensure that all staff have an effective framework on which to base teaching and learning in all subjects. The school has adopted a common format for planning and teachers clearly identify what they expect pupils to learn in each lesson. In the best practice this is shared with the pupils at the start of the lessons and their progress checked in the session at the end of the lesson. Teachers now provide better opportunities for pupils to apply the knowledge and skills they have learned. Staff have worked hard to improve their assessment and recording of pupils' progress and attainment. In Years 1 and 2, teachers use the day-to-day checks on what pupils have learned to plan their next lessons so that tasks build on what pupils already know. This information also guides their grouping of pupils. However, the use of the information gained from day-to-day assessments of pupils' progress is not yet used well enough to plan the next units of work in Years 3 to 6. The good practice that exists in the school has not been identified and shared to ensure that all day-to-day assessment is used to show teachers how to move more able pupils to the achieve higher levels and is unsatisfactory.

25 The quality of teaching for pupils with special needs is good throughout the school and so they make good progress over time. The code of practice for these pupils is implemented satisfactorily. The school identifies at an early stage those pupils who need help and quickly checks on their individual needs. The information is used to target extra support or to produce an individual learning plan that identifies work that will meet the pupil's needs. These plans are detailed and contain clear steps that will enable pupils to make progress. Pupils are well taught in class and when withdrawn for extra help with support staff. The support staff provide effective support in all classes for these pupils and enable them to learn well and to gain confidence. In Years 3-6, pupils are often given the same work as the class but are helped effectively by classroom assistants.

26 The targets set in the individual learning plans are usually well matched to the pupils' needs and the targets within them are reviewed regularly. Pupils with a statement of specific need are supported well and make good gains in their learning and social development. Most of the learning plans contain targets that are linked to improving pupils' reading and writing skills. Despite the low standards in mathematics in Year 3-6, few targets are linked to aspects of numeracy. This is a lost opportunity to raise achievement and raise standards for the lower attaining pupils who lack confidence in mathematics.

27 The marking of pupils' work varies; in most classes teachers make very helpful comments in pupils' books and give guidance on how to improve their work in English. However, other books contained too many unchecked mathematical errors and poorly presented work. The use of whiteboards in the main part of numeracy lessons means that pupils do not learn to set out work correctly. They rub out this work in the lesson and so teachers have no record of what they have learned and pupils cannot use their work for revision.

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

28 The school's curriculum is broad and balanced and promotes satisfactorily pupils' intellectual, physical and moral development. However, the curriculum for the juniors does not fully meet statutory requirements because strands of the curriculum for ICT are not fully covered. The school is currently in the process of securing the necessary hardware, software and training necessary to these requirements. In some other respects the curriculum is similar to that reported at the time of the last inspection because pupils still receive a narrow range of experiences in design and technology and geography. Pupils have equal access to the curriculum.

29 The curriculum for the foundation stage is based firmly on the early learning goals identified for this age group and enables children to make satisfactory progress. Children learn the necessary

skills and knowledge to prepare them for their work on the National Curriculum at the beginning of Year 1. Provision for pupils with special educational needs is good throughout the school and they make good progress. The National Literacy Strategy is used effectively so that pupils attain well in Years 1 and 2 and very well in Years 3 to 6. The National Numeracy Strategy is used satisfactorily overall but it is less consistent in the Year 3 to 6 classes. This means that pupils attain good standards by the age of seven but those at the age of 11 are below what can be expected at this age.

30 Basic literacy skills are taught well throughout the school. However, numeracy skills are taught well in Years 1 and 2 and satisfactorily in Years 3 to 6. Pupils are not good at applying their mathematical skills when dealing with problems and this is a current priority for the school. Policies are in place for all subjects but some, such as ICT, are still being updated to take account of the most recent curriculum requirements. The school has recently adopted national guidance and teaching materials for all subjects but these are not yet fully implemented in all classrooms. Teachers' planning for the term is sound but their planning for the week does not always take account of their evaluation of what pupils have learned in lessons to adapt the work to meet the needs of all pupils, particularly the more able.

31 Governors are interested in the development of the curriculum and individual governors have positive and regular links with the co-ordinators for each subject. Governors rely on the professional expertise of staff to keep them informed but they are also beginning to join in decision-making meetings on curriculum policy at the beginning of proposed changes. The governors have decided not to teach sex education as part of the curriculum but teachers deal with related issues naturally as they arise. Year 6 pupils learn about the dangers of substance abuse when they attend an informative 'Carousel' meeting each year. There is a good policy for personal, social and health education and this is taught effectively, mainly in religious education lessons.

32 Provision for extra-curricular activities is good and includes sport, music and dance activities. There is an after-school mathematics club planned for older pupils that aims to boost the interest and attainment of more and less able pupils.

33 Good links have been retained with the local community and very close links maintained with the Church. Visits to places of interest and visitors to the school continue to be used effectively to widen the curriculum, as well as providing pupils with valuable first-hand experiences. Residential visits also make significant contributions to their personal and social development. Regular links have been maintained with elderly citizens and opportunities are provided for pupils to sing carols at various venues in the locality.

34 The provision for pupils' spiritual, moral, social and cultural development is good overall. Moral and social development is very good, and this is an improvement since the last inspection. Spiritual development is good, and cultural development is satisfactory. The school's personal, social and health education programme is planned well to provide good opportunities to promote these aspects of pupils' education.

35 Spiritual development is promoted well through assemblies and the school's weekly Community Mass. There are moments of quiet reflection, prayers are said, and some pupils share prayers they have written themselves. In English, pupils have written poetry describing snowflakes, and have written about some of the feelings they experience, such as anger. In art and design, pupils are encouraged to think about how the work of some famous artists makes them feel. They interpret different music moods in movement and dance. However, as reported in the last inspection, teachers still do not identify opportunities to promote pupils' spiritual development in their planning.

36 Moral and social development is very good. The principles of right and wrong are reinforced very well through the school's range of rules. Pupils develop an understanding of the impact of their actions on other people, through the school's system of consequences for unacceptable behaviour. Parents rightly feel that the Christian nature of the school promotes good values. All adults working in the school provide good examples of the behaviour and attitudes, which the school wishes to promote. Parents also commented that they like the 'Buddy' system and the newly introduced residential visit for pupils in Years 5 and 6. Year 6 pupils act as 'buddies' to reception children when they enter the school. They look after these children at playtimes and lunchtimes. Year 6 pupils have written about the buddies describing what they are good at, and what they like doing. At Christmas, these pupils took Christmas presents they had made and presented them to the younger children. Pupils in Year 6 also take turns as members of the 'Playground Squad', and they take their responsibilities very seriously. They enter their names on a rota system, wear yellow caps so all the pupils can easily identify them, and at playtimes they support pupils very well. The residential visit promotes pupils' social development very well. They experience activities that encourage teamwork and they are learning to be independent. Pupils work well together in small groups in lessons, and they support each other in their learning. They are encouraged to raise money for a range of charities such as Cafod and the Christmas Shoe Box Appeal.

37 Cultural development is satisfactory overall. Pupils' understanding of their own cultural heritage is good. Through the curriculum, pupils go on a wide range of visits, and there are many visitors to the school. However, as reported in the last inspection, pupils are still not well prepared for living in a multi-cultural society. Pupils in Year 6 do not understand that Christianity is a worldwide faith, nor do they have an awareness of the multi-ethnic nature of British society. Teachers do not plan well enough to use opportunities across the whole curriculum to promote multicultural awareness.

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

38 On a day-to-day basis, teachers look after pupils well. Their working practices are good and levels of supervision are high. However, the school's health and safety policy and risk assessment procedures are out of date, although steps are currently being taken to resolve these matters. The child protection policy is based on the local authority's guidance and has also not been reviewed for six years. The head teacher, who is the person designated to deal with any concerns that arise in this area, has just started training to carry out the duties associated with this position. This is because she had to suddenly take over the running of the school on the suspension of the previous head teacher. This resulted in many issues to be managed and the head teacher has had to deal with the most urgent priorities first. Arrangements for handling accidents have improved since the last inspection, as the school now has a member of staff with a recognised first aid qualification.

39 Procedures for monitoring pupils' attendance have improved since the last inspection. Registers are now marked properly and are checked daily by the secretary, who endeavours to contact parents by phone on the first day of absence if explanations have not been provided. This ensures unauthorised absence remains very low. The school does not, however, identify and track pupils with low levels of attendance and, furthermore, does not have any effective measures in place to stem and reverse the gradual decline in attendance.

40 Procedures for monitoring and supporting pupils' personal development remain effective. Teachers know their pupils well and relationships are very good. It is a caring community. Praise and rewards are used effectively to encourage effort, and significant achievements are celebrated each week in assembly. The 'Buddy System' and 'Playground Squad' is very well organised and makes a positive contribution to pupils' personal values. Personal study and independence in learning is not well enough promoted in all classes.

41 The school has very good procedures for monitoring pupils' behaviour and in ensuring that any incidents of bullying are quickly and successfully dealt with, should they arise. These procedures ensure very high standards of behaviour throughout the school.

42 The procedures for monitoring the progress of pupils with special educational needs are good. The school identifies pupils at an early age and provides effective support. The clear targets in their individual learning programmes identify the steps that they need to take to make progress. The regular review of these targets ensures that work is matched well to their needs. However, the individual plans and the extra support provided are mainly linked to literacy skills and there is little extra help for pupils who lack numeracy skills. Although classroom support assistants do work with the less able pupils in some lessons the tasks are often similar to those presented to the rest of the class. The annual reviews for pupils with statements of specific need are managed well and ensure that they are supported appropriately.

43 The procedures for monitoring pupils' academic performance are sound. The school analyses test results carefully to identify areas of weakness. For example, the school has identified the need to improve pupils' problem solving skills in mathematics. However, the analysis does not make clear links to the learning programmes provided for groups and individuals. Records of pupils' achievements are collected, which consist of optional tests, end of half term assessments, and work that has been matched to National Curriculum levels. The results are not analysed as effectively as they could be to identify individual achievement and the next steps needed to improve learning. Results are not drawn into an easily used form that helps teachers to plan clear learning aims for all their pupils, particularly the more able.

44 The school has sound procedures for assessing pupils' progress but there is a lack of consistency in how this information is used to build on what pupils know and can do and this slows the learning of new skills and knowledge. As a result some pupils receive work that is too easy or too difficult for them. However, a few teachers are good at assessing pupils' progress during lessons and they make good progress. For the nursery age children the records kept are a sound basis for identifying their achievement and the next steps they need to make. These are mainly linked to the 'stepping stones' for early learning in the foundation stage. However, these are not used as well in the reception class and activities are not always matched to the children's earlier learning. There is some good practice already in the school but this has not been adopted throughout all classes. For example, the school has sheets to record the tracking of the progress of individual pupils in all aspects of English but those for mathematics contain very little information. This has a direct impact on pupils' progress in Years 3 to 6, where it is very good in English but unsatisfactory in mathematics.

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

45 Parents continue to express strong support for the school, and links with them have remained effective since the last inspection. Several parents regularly help out in class; they make a very positive contribution to teaching by regularly and conscientiously undertaking tasks such as listening to pupils read or helping with extra curricular sport. Suitable homework is provided throughout the school, and most parents are happy with what is set. Parents give good support to pupils' learning at home and at school and this helps to maintain and raise standards. The Parent Teachers Association is very active and through its efforts raises a considerable amount of money that is used to purchase items, such as new computers, tele-videos and football equipment.

46 The range of information provided for parents is good and remains broadly similar to that reported at the last inspection, although the quality of pupils' annual reports has improved. These now give a clear picture about their achievements as well as indicating where they could do better. On-

going correspondence and newsletters are very informative and include regular, clear details from class teachers about the work being taught each term. The prospectus fully meets requirements, but the governors' report lacks information about school security. Parents of pupils with special educational needs are suitably involved in reviews of their children's progress and kept up to date with all developments.

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

47 The head teacher, key staff and governors provide sound leadership. Since the last inspection there have been changes in senior staff. In May 2000 the previous head teacher was suddenly suspended from school and later resigned from the school. The current head teacher who was deputy head at that time acted as head teacher and was appointed to the headship with effect from January 2001. A senior teacher was acting deputy head until the appointment of the current post-holder at the start of this term. The uncertainties and disruption to the management of the school understandably slowed some initiatives. Since 2000 all teachers have moved classes in order to better use their expertise, particularly in improving numeracy in Years 3 to 6. This is too recent to have had a marked impact and has led to some teachers lacking confidence in teaching the National Numeracy Strategy to an unfamiliar age group of pupils.

48 The head teacher provides a good lead in setting the school's effective ethos for learning. She has worked well to build an effective staff team that is committed to providing a good level of care and support for the pupils. This results in a school where pupils are happy and enjoy the good range of activities that are presented within most subjects. All staff share a commitment to improving pupils' work and behaviour. They work well together to raise pupils' self-esteem.

49 The school improvement plan, which was written by the head teacher after input from subjects co-ordinators and involved all staff in consultation, sets out a clear agenda for action, incorporating realistic costs, responsibilities, success criteria and time scales. However, there has not been sufficient rigour in ensuring that the action plans established to meet the priorities identified in the plan are specific enough to make the needed improvements. For example, standards in mathematics are well below the levels expected by the end of Year 6 and the school has rightly identified the need to improve pupils' numeracy skills. However, it has not been thorough enough in investigating the reasons for the previously low standards and so the action plan lacks detail, and is unlikely to succeed quickly.

50 The school has established sound systems to monitor and evaluate what it does well and to identify areas for improvement. The staff analyse test results and other assessment information to set realistic targets for improvement in English and mathematics. The school is developing sound procedures for monitoring teaching and learning. The small size of the school means that several teachers carry more than one area of responsibility. However, the head teacher and co-ordinators for English and mathematics have had an opportunity to check on teaching and learning and to evaluate the development of literacy and numeracy through opportunities to visit other classes. The focus on English has worked well and standards are high but the monitoring of numeracy sessions has not yet had sufficient impact on the low standards in mathematics. For example, the monitoring of work in mathematics has not yet identified that too much work is done on whiteboards so no record is available to check on how well pupils have done or that the marking of the work in books does not indicate what pupils should do to improve their learning and understanding. The co-ordinators for other subjects work hard to ensure that their subjects are well managed and colleagues are supported. With the head teacher they scrutinise planning for the term and check at the end of each term what has been covered. They do not yet have sufficient opportunities to observe teaching and learning in other classrooms or to work alongside colleagues to influence work in their subjects.

51 The role of the governors has improved since the last inspection. The governing body meets all statutory requirements with the exception of some strands of the curriculum for ICT. Governors have a satisfactory awareness of the strengths and weaknesses of the school and work well in committees to support management. They are very supportive of the school; individual governors are linked to subjects and to areas such as special educational needs and this enables the governing body to gain a good understanding of the work of the school.

52 The school has made sound progress since the last inspection in 1997. Standards in English have improved substantially and teaching is better than it was. However, standards in mathematics have declined and are too low. The work in science in both subjects could be higher if more able pupils were suitably challenged. The school has adopted recent national guidance and this now ensures an appropriate framework on which to base teaching and learning in all subjects. Staff all use a common format for planning and this clearly identifies what they expect pupils to learn in each lesson. Teachers' planning for the curriculum now ensures that pupils have more opportunities to apply the knowledge and skills they have learned to new work. The school now has sound procedures for the assessment and recording of pupils' progress and attainment. However, the use of the information gained from day-to-day checking on what pupils have learned is not yet used well enough to plan the next units of work, particularly in Years 3-6. Many governors have been appointed since the last inspection; they play a useful role in supporting the school's planning for improvement. All the health and safety issues identified at the time of the last inspection have been resolved. However, policies relating to health and safety, risk assessment and child protection need to be updated.

53 Staff now group pupils by ability for literacy and numeracy in Years 3 to 6 so that work can be more closely matched to the needs of different abilities. This works satisfactorily in English but the current groupings for mathematics are not effective; they are too wide and do not enable staff to plan as well as they could to match work closely to what pupils have already learned or to reinforce numeracy skills in other subjects. This means that there is little impact on pupils' numeracy skills and standards in mathematics are unsatisfactory.

54 The school's financial planning is good and specific grants are used appropriately. The funding for pupils with special educational needs is managed well and the decision to allocate funding for extra classroom assistants to work with these pupils has enabled them to be supported well in class and when withdrawn for extra help. The governors seek the best value for the pupils in all spending. The school tracks its progress towards the targets it has set for improvement and considers what value it has received from the money that it has spent. The school is well managed on a day-to-day basis and new technology is used well to support management. The school's secretary provides good support in monitoring the budget and in the administration of the school.

55 The school has a dedicated and hard-working professional team who know the pupils well. There are enough teachers and support staff to meet the needs of the pupils. Support staff are deployed well and make a valuable and important contribution to the work of the school, especially with the children in the foundation stage and pupils with special educational needs. The use of voluntary and parent helpers is a strong feature of the school. Their involvement has a very positive effect on its work.

56 The school implements Performance Management procedures satisfactorily so that the training needs of individual members of staff and the whole school are regularly reviewed. Staff are eager to update their skills and knowledge and willingly undertake any additional training identified by this process. The school has identified further staff training needs for teaching of the National

Numeracy Strategy and for ICT. Although there is no formal policy for the induction of new staff there is a supportive atmosphere and all existing staff contribute fully to the process.

57 There is adequate accommodation to teach the curriculum effectively. It is well maintained and kept meticulously clean by the caretaker. Classrooms are suitably furnished, and displays around the building are generally of high quality and attractively mounted. The library, however, is rather untidy and not well set out for quiet, private study. The school does not yet have a dedicated computer suite, but one is currently being planned. The extensive grounds are well maintained and both hard surfaced play areas are in good condition.

58 The provision, use and quality of learning resources are generally satisfactory. However, some books are outdated and in poor condition. In the last report resources for science were unsatisfactory. There has been an improvement, and these resources are now satisfactory. Resources for physical education and music were good, and this remains the case. Resources for ICT are improving but are still insufficient to teach all strands of the curriculum.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59 In order to further raise standards the head teacher, staff and governors should:

- (1) Improve standards in mathematics in Years 3 to 6 by:
  - a) update staff training to ensure that all teachers have a clearer understanding of the organisation and planning of the National Numeracy Strategy in relation to the age groups they teach;
  - b) reviewing how pupils are grouped for the mathematics lessons to ensure that work can be matched more accurately to their needs, particularly the more able;
  - c) ensuring that the marking of pupils work is accurate and shows pupils what they should do to improve their work.  
(Paragraphs 2, 4, 9, 10, 22, 27, 52, 53, 79, 80, 81, 83)
- (2) Continue to raise attainment in science throughout the school by:
  - a) making sure that all pupils have opportunities to plan and conduct investigations and the more able pupils are challenged sufficiently;
  - b) ensuring that pupils in the Years 3 to 6 have more opportunities to use their good writing skills to improve the setting out and recording of their work.  
(Paragraphs 12, 75, 86)
- (3) Raise standards in ICT by: -
  - a) improving provision so that pupils have a sufficiently wide range of experiences and opportunities to enable them develop and practise their skills on a regular basis;
  - b) making sure that the full range of the National Curriculum for ICT is taught.  
(Paragraph 12, 23, 30, 51, 84, 108)
- (4) Improve the day-to-day assessment and recording of what pupils have learned and the use of this information to more precisely match work to the needs of individual pupils, particularly the more able.  
(Paragraphs 18, 24, 44, 81, 86)

The following minor weaknesses should be considered when governors formulate their post-inspection action plan.

- (1) Improve the rates of pupils' attendance by:
  - a) ensuring that the importance of regular attendance is reinforced with parents;
  - b) tightening up the procedures for monitoring patterns of absence;
  - c) seeking support from external agencies to reinforce the school's follow-up of pupils' repeated absence.  
(Paragraphs 17, 39)

- (2) Improve the monitoring and evaluation of the work of the school by developing the role of subject co-ordinators in monitoring teaching and learning and developments in their subjects through observing and supporting work in other classes.  
(Paragraphs 50, 95, 103, 107, 116)
- (3) Ensure all policies relating to child protection and health and safety are updated.  
(Paragraph 38)
- (4) Improve opportunities to raise pupils' awareness and understanding of the customs and traditions of other faiths and cultures.  
(Paragraph 37)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	29

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	22	17	0	0	0
Percentage	2%	13%	48%	37%	0	0	0

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

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	153
Number of full-time pupils known to be eligible for free school meals	0	24

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	36

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<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	6
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

<b>Authorised absence</b>	%	<b>Unauthorised absence</b>	%
School data	6.3	School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	*	*	*
	Total	20	19	21
Percentage of pupils at NC level 2 or above	School	95% (100%)	90% (100%)	100% (100%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	10
	Girls	*	*	*
	Total	18	20	19
Percentage of pupils at NC level 2 or above	School	86% (95%)	95% (100%)	90% (95%)
	National	85% (84%)	89% (88%)	89% (88%)

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

*\*Where the cohort of boys or girls is 10 or less figures are omitted.*

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	12	9	13
	Total	20	12	22
Percentage of pupils at NC level 4 or above	School	87% (70%)	52% (55%)	96% (95%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	10	10	14
	Total	15	16	23
Percentage of pupils at NC level 4 or above	School	65% (75%)	70% (70%)	100% (70%)
	National	72% (70%)	74% (72%)	82% (79%)

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

*\*Where the cohort of boys or girls is 10 or less figures are omitted.*

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	152
Any other minority ethnic group	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	25.5

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

Total number of education support staff	2
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	25
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

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

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

### ***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	0	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2000 - 2001
	£
Total income	362,489
Total expenditure	356,888
Expenditure per pupil	2,333
Balance brought forward from previous year	13,301
Balance carried forward to next year	18,902

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	158
Number of questionnaires returned	54

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	13	6	0	0
My child is making good progress in school.	70	24	4	2	0
Behaviour in the school is good.	65	33	0	2	0
My child gets the right amount of work to do at home.	57	34	6	2	2
The teaching is good.	76	22	0	0	2
I am kept well informed about how my child is getting on.	61	37	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	76	22	0	0	2
The school works closely with parents.	72	24	4	0	0
The school is well led and managed.	81	17	0	0	2
The school is helping my child become mature and responsible.	72	26	0	0	2
The school provides an interesting range of activities outside lessons.	33	48	11	4	4

## **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 provision for children in the nursery and the reception classes is satisfactory and is similar to the last inspection. The children spend at least three terms in the nursery class and nearly all of them transfer to the reception class. When they enter the nursery, the children's attainment covers a broad range, but is often matches what can be expected for children of this age in all areas of learning. They make good progress throughout the nursery due to the effective teaching. The teacher has been recently moved into the reception class after teaching in the juniors and is still gaining familiarity with the curriculum for the foundation stage. This slows progress in the reception class; although the teaching is broadly satisfactory, it is less well organised and managed. In this class the activities vary in their quality and usefulness and are not always well matched to the abilities and experience of all the children. However, their progress is sound and because of the good start in the nursery, many children are likely to attain the learning goals identified for their age in all areas of learning. About a third are on course to attain more highly in their language and literacy, mathematical, and physical development by the time they reach the end of the reception year. Their personal, social and emotional development is very good. Teachers, nursery nurses and classroom support staff work well together. The support staff are deployed well and take a full and effective role in teaching the children. Children with special educational needs are identified at an early stage and supported well by class teachers, nursery nurses and classroom assistants. This effective support means that these children make good progress in relation to their earlier learning and often attain standards that meet expectations for their age by the time they transfer to Year 1. The co-ordinator has a good understanding of what needs to be done to continue to develop the curriculum for these children.

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

61 This area of learning is promoted well and is taught well in both the nursery and reception classes. This ensures that the children gain in confidence and feel comfortable to express their ideas and feelings. Many children have only been in the nursery and reception classes for a short time and are already settled well into the routines of their class bases and move confidently both indoors and at outdoor play. By the time they enter the reception class their personal and social development is often very good and this is maintained in the reception class. All staff promote children's personal, social and emotional development very effectively and pupils are achieving well. They are caring and supportive, and encourage the children's efforts and achievements. Staff listen with genuine interest to what children have to say and speak with courtesy and consideration. This leads to trusting relationships and helps children to understand other people's points of view. From starting in the nursery, children are encouraged to show initiative and to be increasingly independent. They respond very well, work together as friends, share equipment with each other and take increasing responsibility for resources. They tidy equipment away, do their best to dress themselves independently after physical education lessons and settle readily into daily routines, such as milk time. The staff manage children very well; children in both classes are taught the difference between right and wrong and as a result, behaviour is very good.

62 The children make good progress because of the good routines and clear expectations of the staff. Relationships are very warm and supportive and the staff work well as a team. They forge good partnerships with the children's parents by inviting them to visit with their children before they start school and to help in the classrooms if they wish to do so. This helps children settle well in school. Teachers keep detailed records of the personal, social and emotional development of individual children, which are used very effectively to ensure they are well supported in this area of learning.

## **Communication, language and literacy**

63 These areas are taught well in the nursery and so children achieve well from their average starting point on entry. Teaching is mainly satisfactory in the reception class and children's achievement is maintained but not built upon. By the end of the reception year, most children are likely to attain standards that match the learning goals identified for their age, with about a third who are on course to exceed them. All staff place a strong emphasis on the basic skills of speaking, listening and early reading and writing. Children have many opportunities to develop their speaking. Staff use effective strategies to encourage children of all abilities to listen carefully and then to talk about their work and plan well to ensure that children's speaking and listening skills are reinforced within all activities. For example, children were looking at a range of materials and artefacts used in building a house and one looked at different sizes of water pipe and volunteered eagerly, 'We've got little pipes and big pipes for the rubbish going down our toilet. These opportunities enable children to grow in confidence and raise their self-esteem. In both classes, teachers encourage children to listen to other children speaking and they are encouraged, with some success, not to interrupt.

64 Teachers successfully encourage children to enjoy books. In the nursery the book area is well organised to encourage children to sit quietly, choose books and 'read', either independently or with a friend. In the reception class, children can talk about a favourite book and happily talk about the main character in a story. The work on letter sounds is begun in the nursery where the staff play matching games with the children that encouraged them to choose objects beginning with particular letter sounds. This work is built on in the reception class where children know initial letter sounds and can find matching words. However, some tasks are not well matched to the children's previous learning and are either too difficult or too easy. For example, children were encouraged to build words with 'sh', 'th' and 'wh' sounds but many did not have sufficient knowledge to do this without help. Many children in the reception class make a good attempt at joining in when the teacher reads from a 'big book'. Staff read in a lively and enthusiastic manner and so the children are interested and keen to know what happens next. Parents are actively involved in the reading progress of their children and are encouraged to share books with them at home. Many write useful comments in their child's reading diary, which informs the school and helps to encourage children to read at home.

65 Children are given many opportunities to develop their writing skills. In the nursery, early writing skills are developed well as children 'write' in their role-play and 'office' to send letters and take 'telephone' messages. They 'write' captions for their pictures and many children include a few recognisable letters. In the reception class they make out orders in the 'building yard', copy the teacher's writing to complete sentences and a few write independently. However, work is not always planned and organised well in this class. For example, the teacher demonstrated drawing a dog at a bus stop and encouraged children to copy her writing of a sentence 'Spot waits at the bus stop.' However, the teacher had not checked that all children could see her writing and, because he could not read the words, one child wrote 'bus stop' backwards. Many children in the class write their name independently. They are developing sound pencil control and more able and average ability children can write recognisable letters and simple words. The support assistant provides very effective help to all ability groups.

## **Mathematical development**

66 The children's mathematical development is often at the standard expected for their age when they start in the nursery and they make good progress so that by the time they enter the reception class many children achieve well and attain above expectations for their age. This is due to good teaching in the nursery and reflects effective planning that takes good account of national guidance for the foundation stage. The teaching is broadly satisfactory in the reception class and

many children maintain their standards and are likely to match the learning goals identified for their age at the end of the reception year, with close to a third who could attain more highly. In both the nursery and reception classes, staff reinforce counting skills in all activities. Staff ensure that children are taught the correct mathematical language related to different concepts such as 'small/large' and 'long/short' by using real examples. For example in a good lesson in the nursery, the children played a number game 'The Three Bears'. The teacher's good questioning ensured that the children made careful observations to identify accurately the biggest, middle-size and smallest bears. The teacher intervened well to introduce the alternative term 'medium' for the middle size. The children showed a good grasp of the relationship between numbers and objects. They quickly identified the smallest bear because 'This is smaller than the Daddy and Mummy bears.' In the reception class children count numbers from zero to 20 and most were secure in matching objects to total 10. The reception teacher made sound use of guidance from the National Numeracy Strategy to teach children to form their numbers correctly. While the teacher worked well with a group to reinforce the correct way to hold a pencil other children worked on a range of activities. However, not all the tasks had value or sustained the children's interest. One group was asked to make six tyres in plasticene but quickly lost interest and wandered off. In another session a group was given a bag of coins but no clear guidance on how to sort them. Throughout the foundation stage, teachers ensure children have opportunities to use mathematical skills and knowledge in activities, such as songs and number rhymes. In both the nursery and reception classes children use play-dough to make recognisable two-dimensional shapes and use large three-dimensional cylinders, cones and cubes to build towers. The staff use these opportunities well to teach children the names of shapes and many recognise circle, triangle and square. Teachers use classroom displays well to reinforce number recognition and children use number games, role-play and counting and matching games on the computer to improve their knowledge of numbers.

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

67 There is at least satisfactory teaching in this area of learning in both the nursery and reception classes. This ensures that children make sound, and sometimes good progress and most are on course to reach the early learning goals identified for their age by the end of the reception year. A wide range of interesting activities and visits is planned, such as those to local shops, the park, a home for senior citizens, Soft Play and an animal sanctuary. Visitors are also invited into school to share interests and expertise. Many children make sound progress in using ICT and work confidently with the computer programs. Many have sound basic skills and know how to move objects on screen using the mouse to move cursors or drag items into position. The children are beginning to work sensibly in pairs and to help each other. A few children can select the option they need to access the game they prefer from a simple menu. In both classes children have opportunities to bake and this reinforces their scientific understanding as they describe how heat changes the cake mixture or dough. Teachers plan for a sound range of activities linked to the natural world and use the school's grounds to reinforce learning. In their current topic on buildings children in the nursery identified where in the home they would find different building articles. They made careful observations of a collection of articles brought in by the teacher and recognised that plastic and metal pipes are different. Asked to look at pieces of brick and stone used in building they made careful observations and knew the difference. One child said of the stone, 'It is rough and not the same shape all over.' In role-play in the reception class the children used their knowledge and experience from out of school to take on the roles of mechanics and engineers to diagnose 'faults' and 'repair' cars.

### **Physical development**

68 The teaching is at least satisfactory and often good in outdoor play and in formal sessions in the hall. Children make good progress in their physical skills. They are likely to meet the expectations for their age by the end of the reception year, with over a third who are likely to achieve well. In both

classes, the children use tools appropriately when they paint, join objects together and cut shapes from paper. Adults do not intervene too quickly when the children have difficulty in manipulating materials but guide them to practise their skills and enhance their learning. Outdoor activities are well planned to develop the children's co-ordination and balance. In the hall they use space well and in both outdoor and indoor physical activities the children make good progress and move freely and confidently as they climb, run, hop, throw a ball or steer accurately when they ride on wheeled toys. The staff supervise these activities closely and are careful to impress upon the children that they need to take turns and behave sensibly and safely.

### **Creative development**

69 The children's learning in both classes is at least satisfactory and they are well on course to reach the goals set for their ages in most aspects of this area of learning, with a few children who could attain more highly by the end of the reception year. The teaching is mainly satisfactory in the reception class where art activities are not always planned in sufficient detail. For example, children looked at patterns outside school and the teacher used a digital camera well to record patterns on tyres, walls, roof and gratings. However, the follow up tasks varied in their usefulness and some failed to have any link with the theme of the lesson and children lost interest and so they rushed their work or failed to complete it. Teaching is often good in the nursery where staff plan a range of activities through which the children explore different media, such as when they mix colours, or roll and flatten clay. They enjoy music making and can clap out rhythms. In a very good lesson the nursery children were effectively encouraged to use their listening skills and identify by sound which group an instrument was from. The teacher's good strategy of taking different instruments from a box enthralled the children who could scarcely wait for the next instrument to appear. The teacher very effectively reinforced the children's personal and social development by encouraging them to take turns in volunteering answers. The children enjoy their music making and join enthusiastically in simple action songs and tapping and shaking instruments. There are good opportunities in both classes for the children to act out roles and create imaginary scenes.

### **ENGLISH**

70 Since the last inspection, standards have improved and are now well above those expected for pupils by the age of 11. Pupils in Year 6 attain above the standards expected for their age in reading and well above what is expected in writing. In Year 2, standards are above what is expected of pupils in reading and writing.

71 These good standards reflect the emphasis the school places on the subject. A high percentage of curriculum time is given to teaching English. Good teaching of the Literacy Strategy ensures that pupils are given activities that are matched well to their previous learning. As a result, all pupils, including those with special educational needs, make good progress throughout the school. Parental support for hearing individual pupil's read supports their progress and is valued by the school.

72 The school uses well a range of assessments to target specific pupils for support. Pupils with special educational needs receive good support both in classrooms and when working in small withdrawal groups. This results in good progress against the targets identified in the individual plans. These are mainly concerned with improving reading, writing and spelling and pupils make good gains in these areas as evidenced by the levels attained in the national tests at the end of Year 6. Those Year 3 pupils withdrawn for additional support for literacy are supported well and make good gains in their learning. Good teaching ensures that they build on the learning planned for the whole class.

73 Standards in speaking and listening match what is expected of pupils in Years 2 and 6. In Year 1 some pupils find it hard not to shout out, and do not listen carefully to what others are saying. However, by the time they are in Year 2 pupils are usually attentive and respond well to their teacher's instructions. In Years 3 to 6, pupils listen carefully to their teachers, and to each other. When working in small groups, pupils talk readily to each other about what they are doing. There are good opportunities for pupils to talk in front of an audience. In assemblies, pupils confidently share their feelings and express their understanding. For example, Year 3 and 4 pupils spoke clearly and confidently when reading aloud in front of an audience during the school's Community Mass.

74 Standards in reading are above those expected of pupils in Years 2 and 6. In Year 1, pupils are beginning to recognise full stops and to make pauses when they read. Pupils in Year 2 use word building skills well to read new words such as 'kennel'. Some pupils are beginning to talk about what they like best about what they are reading; "I liked the bit when the soldiers were chasing Edmund's father". One pupil read the sentence "Let us in they shouted", very expressively indeed! Throughout Years 3 to 6 pupils of average and higher ability read above the expectations for their ages. They know how to use indexes and alphabetical order to locate information. Pupils read confidently and with good expression, which shows they understand the text. In Year 5, pupils begin to use the context of what they are reading to self-correct errors. They are more confident talking about their preferences. For example, one pupil likes 'Horrible Histories', and another pupil "prefers reading non-fiction". Year 6, pupils read fluently and confidently. For example, they read the different names of dinosaurs without any hesitation. They read punctuation very well and for instance, one pupil spoke more quickly and quietly, as though reading an aside, when reading the phrase '(that's me and Mark)'. This showed a good understanding of the use of brackets.

75 Standards in writing are above those expected of pupils in Year 2 and well above the expectations of pupils in Year 6. Time is allocated, outside the literacy hour, to improve writing. This enables pupils to draft and improve their writing, and impacts well on the very high standards achieved by the time they are in Year 6. In Year 1, pupils clearly shape letters and a few pupils are beginning to be aware of when to use capital letters. Some pupils write a sequence of a few words to describe how to make jelly. In Year 2, pupils are beginning to use capital letters and full stops to show they understand what a sentence is. Higher attaining pupils write in a sequence of short sentences to write stories. They use more than one adjective in a sentence when writing descriptively. For example, 'Moirra has short, blonde hair'. By the age of seven pupils set out writing a letter correctly. Spelling is usually accurate or readable. As they move through Years 3 to 6, pupils use a wider range of punctuation, including speech marks and apostrophes. Writing is organised well for different purposes. Play scripts are set out correctly, and pupils in Years 5 and 6, wrote paragraphs in chronological order when writing biographies about Florence Nightingale. In Years 5 and 6, many pupils' writing is of a very high standard. They choose words carefully for their impact. Consequently their writing is interesting and powerful. In Year 6, pupils redrafted their work to produce story endings with impact. For example, writing sentences such as, 'Their parents would never believe them - but who would?'. Pupils write complex sentences to extend meaning and grammar is correct. Punctuation is used accurately and most pupils understand how brackets are used in text, for example, 'Florence's father (William Edward Nightingale).' Standards of poetry writing are very high and pupils have used abstract words such as 'night' and 'anger' to write poetry as though these words were a person. One pupil used a play on the words 'night' and knight' to write excellent poetry entitled 'The Knight's Time' and included mature lines such as 'Silent warrior, wandering peacefully'. However, these very good writing skills are not used well enough in science where pupils have too few opportunities to write up their investigations. Pupils frequently simply copy the teachers' writing from the board or complete simple sentences in a work sheet.

76 Teaching has improved since the last inspection. It is consistently good, and there was some good teaching seen in Years 5 and 6. Teachers' knowledge and understanding of the Literacy Strategy is good. They plan well and at the start of lessons they share with pupils what they are expected to learn. As a result, learning is good. Pupils know what they have to do when working in small groups. At the end of lessons, where teaching is very good, teachers make sure that pupils know how well they have learnt, but this is not consistent in all classes. The teaching of reading is good in lessons where teachers focus on teaching reading to groups of pupils. However, teachers do not allocate sufficient time, particularly in Years 3 to 6, for pupils to sustain reading independently for pleasure. There are few opportunities for pupils to read a range of fiction or to critically review books they have read in order to further improve their knowledge of texts. Teachers manage pupils well and provide interesting activities and so pupils behave very well in lessons, and most have good attitudes to their learning. They work collaboratively in pairs or small groups, and support each other well. By Year 6, pupils take pride in the presentation of their written work.

77 The subject is managed well. The results of a range of assessments are carefully analysed and acted upon. For example, after analysing the performance of boys and girls in last year's national tests for 11 year olds, the co-ordinator identified that books need to be purchased aimed at interesting and challenging older boys. The co-ordinator annually assesses progress in pupils reading. The results are used to identify those pupils who need additional support. Teachers' planning is seen and the co-ordinator analyses examples of pupils' work. Teachers have been observed teaching the literacy hour and they have received supportive feedback.

78 Resources to support teaching the Literacy Strategy are good. However, many outdated books are shelved in the library and in the reading area outside the Year 5 and 6 classes. This does not encourage pupils' interest in the use of the library, which is not used well. Space set aside for pupils to browse through books is used for storage, and books are not neatly shelved. This does not encourage pupils to choose books to spend time there to find information or read for pleasure.

## **MATHEMATICS**

79 Standards in mathematics are lower than at the time of the previous inspection when attainment was assessed as satisfactory for pupils at the ages of seven and 11. Seven year olds now exceed the standards expected for their age but pupils at the end of the juniors do not attain the levels expected for 11 year olds. Pupils enter the school with average attainment in mathematics. Numeracy skills are taught well in Years 1 and 2 and so pupils make good progress and attain well. This gain, and more, is lost during Years 3 to 6 because progress is unsatisfactory and pupils do not attain the standards they should. Standards in mathematics have been consistently low for some years and do not match the better standards attained in English and science by the same pupils. While small numbers in some Year 6 classes and the numbers of pupils with special educational needs can have an impact year-on-year the main reasons for the decline in mathematics are related to the organisation, planning and teaching of the National Numeracy Strategy in Years 3 to 6 in past years.

80 The school has identified a priority to improve standards in mathematics in these classes. It has made a number of changes to its organization and support for the subject in an attempt to resolve the issue although many of them are too recent to have had significant effect. The National Numeracy Strategy is implemented throughout the school but it is less well organised in the Years 3 to 6 classes. Lessons sometimes overrun and the valuable sessions toward the end of lessons where teachers assess the level and breadth of pupils' learning are cut short or rushed. This means that teachers do not always adjust their future lessons to take account of identified strengths and weaknesses in pupils' learning and progress is slower than it should be. In an attempt to use staff expertise more effectively, the school has recently moved several teachers to classes where they are

unfamiliar with the age range. Some teachers are not yet fully familiar with the programmes of work for the new class and need further training to use the National Numeracy Strategy more effectively. This lack of awareness of what is required for particular age groups means that in some classes in Years 3 to 6 pupils of different abilities are asked to do work that is not well matched to their abilities so they make slow progress. Their previous written work shows that pupils of all abilities are often given the same exercises so that the more able and less able do not make the progress of which they were capable.

81 Pupils are placed into ability sets for mathematics but the ability range is wider than if pupils were taught in their usual class. Teachers find it difficult to plan successfully for this wide ability range across all the areas of the mathematics curriculum. There is a system for tracking the progress and attainment of pupils but it is much less detailed and rigorous for mathematics than for English. Although the school has detailed information on pupils gained from national and optional tests it does not use it effectively to identify specific areas of weakness or to modify its curriculum accordingly. On-going assessment is not as good as it should be and teachers do not adhere closely enough to the school's marking policy. Marking is often superficial and sometimes inaccurate; it does not indicate what pupils should do to improve their learning and understanding. Corrections are not consistently done and so pupils do not learn from their mistakes.

82 The quality of teaching and learning in the lessons observed was good in Years 1 and 2 and so pupils make good progress over time. Teaching was broadly satisfactory in lessons seen in Years 3-6 but progress is unsatisfactory and pupils attain below the standards expected by the age of 11. In Years 1 and 2, teachers introduce lessons with brisk mental arithmetic sessions that ensure pupils are quickly engaged and suitably challenged. Pupils in the Year 1 class are slow to settle and do not have much self-motivation during mathematics lessons. However, they develop increasing confidence in using numbers and are beginning to understand place value. The teacher, who is very new to this class, uses a good range of strategies to gain and keep their attention. In Years 1 and 2, pupils are well taught in lessons that are stimulating, challenging and move at a good pace. Individual number cards are used well in mental sessions when pupils show their answers to the teachers. This technique enables them to check on pupils' understanding and to gain a good overview of progress and attainment in the class. Questions are used well to develop and extend pupils' learning. In one lesson the teacher introduced mathematical vocabulary appropriately when she asked, "What does this digit represent in the number 16?". Pupils of all abilities are suitably challenged and there is always a range of extension exercises for those who master the subject more quickly than others. Time at the end of the lesson is used well to review the work of different groups and reinforce the learning that has taken place. Throughout the lessons pupils with special educational needs are well supported by the teacher and classroom assistant so that they make good progress.

83 At the beginning of the juniors the organization of the numeracy hour is weak. Work is planned for different ability groups but it is not sufficiently well targeted to their learning needs. For example, all Year 4 pupils, even though taught in different sets for numeracy, are given the same work regardless of ability, which defeats the rationale of moving them from their registration group. Lessons are not clearly based on what has gone before and so some knowledge is only superficial. Teachers encourage pupils to maintain good work habits and to "Look and listen carefully". Pupils behave well and enjoy their mathematics lessons. The direct teaching of the whole class sessions is better than the introductory and final sessions that lack pace and focus. Lessons for the Year 4 and 5 set are well planned although some of the concepts, such as angular measurement, are difficult for pupils of lower ability and they need more focused support. Lessons take account of assessed difficulties in earlier lessons and plans are modified to try to take account of them. Good relationships encourage pupils to try hard and to persevere with their tasks. Pupils are kept well informed about what they need to learn. However, these aims for learning are not supported well enough during the final class session in

lessons because too many pupils carry on working and do not listen carefully. The older pupils in Years 5 and 6 learn about decimals and show a satisfactory understanding although some are confused by the different approaches of supply staff and their own teacher. Pupils are quiet and hardworking and most are keen to answer questions. The use of individual white boards to record their answers throughout lessons is not effective because pupils rub out their answers at the end of the lessons and have no written record to provide any long-term basis for assessment or revision.

84 ICT is generally not used well to support learning in mathematics lessons. Where it is used well, as in the Years 4 and 5 set, where some pupils developed their work on control using the Logo program and the more able pupils worked with the teacher on more difficult and precise work with angles. As a result of the setting procedures teachers have to teach some aspects, such as the use of spreadsheets, to their own class and also to their mathematics set. This repetition takes up valuable time and reduces the opportunities to link pupils' skills and knowledge in ICT to work in mathematics.

85 The management of mathematics is satisfactory although the subject has not received the attention it needs in spite of the on-going problem of low attainment in the juniors. A great deal of time and effort has recently been put in to try to remedy this problem but the strategies to date have not resulted in tangible or consistent improvement. Pupils are regularly assessed using national and optional tests and the results are carefully noted and systematically filed. Target levels for each individual pupil are produced annually and broken down into smaller steps to help monitor progress throughout the year. However, this system is not nearly as comprehensive as that for English and does not allow progress and attainment to be tracked with the same accuracy during the pupils' time at the school. The use of assessment to inform curricular planning is unsatisfactory and hinders progress and attainment throughout Years 3 to 6.

## SCIENCE

86 Standards are below those identified in the last inspection but have risen since last year and by the ages of seven and 11 pupils attain the standards expected for their age. However, as identified in the last inspection report few pupils achieve the higher levels in both age groups. This is sometimes the result of the unsatisfactory use of assessment information to build on the key skills and knowledge that pupils have, particularly the more able. Marking varies; it is good in the Year 5/6 class where pupils receive useful guidance on ways of improving their work, but this is not the case in all classes. Although the planned work enables pupils to work productively together in mixed ability groups, there are too few opportunities for more able pupils to apply what they have learned to more complex investigations. However, teachers plan well for the mixed age classes in order to cover the curriculum topics through an interesting range of activities. This ensures that pupils enjoy their work in science and are eager to learn. They behave very well and handle equipment sensibly and safely.

87 By the age of 11 pupils know how to make simple circuits using switches and draw diagrams using symbols to represent the components. They learn about light and how it passes through different materials and how others reflect it. Most pupils develop a sound knowledge of solids, liquids and gases, and identify the conditions needed for evaporation and condensation. Throughout Years 3 to 6 work is too frequently recorded on simple worksheets or copied from what the teacher has written on the board. As a result pupils do not apply their very good writing skills sufficiently well in the subject. The opportunities for practical work has improved since the last inspection but there are still too few opportunities for older pupils to develop their own investigations. For example pupils in the Year 3/4 class learned about the properties of materials and could understand and explain terms such as 'opaque' and 'transparent'. However, when revising the use of an electrical circuit to test which materials are conductors the teacher carried out the experiment. She failed to build on the pupils' previous experiences of creating their own circuits by letting them conduct their own investigations.

88 Teaching is at least satisfactory in Years 3 to 6 with some good and occasionally very good or excellent teaching in the Year 5/6 class where the teacher has only taken over the class this term. Teachers have a sound knowledge of the subject. Support staff are deployed well to support pupils with special educational needs in lessons and enable them to complete the work and take part in discussions. This ensures that they are fully included in all aspects of lessons. Teachers make good links to health education and in a lesson with Year 4/5 pupils learned about the heart and how it is protected. The teacher resourced the lessons well and introduced a good range of activities that gave pupils experience of listening to each other's heartbeat. Homework was used very appropriately as pupils were asked to check the heartbeat of young and old people to answer the question 'Are they all the same?' and to record their findings in their home/school diaries. The effective teaching in the Year 5/6 class is enabling the teacher to ensure that pupils are making good progress and so standards are on course to meet those expected by the time the pupils transfer to secondary school. The teacher's planning is very thorough and includes clear aims for what pupils will learn and the key questions that will be asked. In an excellent lesson the teacher used well the pupils' own experience to find substances that can be dissolved and ways to speed up this process. Her very effective questioning ensured ideas came from the pupils and enabled her to know whether they understood the process of conducting a fair test. One pupil volunteered 'We could stir the mixture to make it dissolve'. The teacher asked 'How could we test it?'. The pupils decided 'We could share the mixture between two containers and stir one and leave the other to see which dissolves first'. The teacher very effectively placed the responsibility on the pupils to decide how they would record their findings and made good links with ICT to enable some pupils to record their information and present it in different types of graph.

89 The quality of teaching is at least satisfactory and sometimes good for the pupils up to the age of seven and this ensures that they are beginning to make good gains in their learning. By Year 2 they carry out simple investigations about magnetism and classify their answers on charts. They learn about different materials and learn new vocabulary to describe the textures and uses of objects. In Year 1 the teacher effectively used the game 'Pass the Parcel' to enable pupils to describe the properties of each piece of paper that was unwrapped. The teacher challenged the pupils well to develop their use of appropriate scientific terms and pupils used words such as 'rough', 'smooth', 'transparent' and 'shiny' to describe the different papers. This approach motivated the pupils well and they responded well in the well-managed session at the end of the lesson where the teacher's good questioning enabled her to reinforce their learning. For example, the teacher asked 'What have we used to help us investigate the papers?' and pupils responded 'We used magnifying glasses to help us look carefully'. Others stated that they had used their hands and eyes to help them sort the papers. In Year 2 the very good questioning at the start of the lesson enables pupils to recall their work on 'pets' and elicited a good range of ideas to enable pupils to think about the care needed for particular types of pet. The pupils used their own experiences to show that they know how to care for pets and quickly identified what different pets need to eat and drink to stay healthy. Many pupils spoke at length about their own pets and one pupil volunteered a detailed account of how his pet iguanas are cared for! The tasks were matched well to all abilities, with extension work for the more able. The classroom assistant supported effectively the pupils with special educational needs so that they were able to work on the topic at their own level and make good progress. Her good questioning ensured that statemented pupils could take a full part in the lesson and the fact sheet used in the lesson was adapted so that these pupils could read it. The teacher also frequently checked on the learning of these pupils to ensure that they understood their tasks.

90 The co-ordinator has only just joined the school and the head teacher and a senior teacher have managed science satisfactorily, on a temporary basis, over the past year. The new co-ordinator has begun to assess the needs of the subject and is beginning to form an appropriate action plan to

further raise standards. Resources have improved since the last inspection and are now satisfactory and well managed.

## **ART AND DESIGN**

91 Standards in art and design match the expectations of pupils in Years 2 and 6, with some good features in painting by the age of 11. All pupils are encouraged and supported well to develop and build on their skills as they move through the school. Teachers and classroom assistants provide sound support for pupils with special educational needs and they achieve well in lessons. Displays of paintings of poppies from each year group show that all pupils make steady progress as they move through the school. They develop good observational skills and techniques of colour mixing to create lighter and darker shades.

92 In a Year 1 lesson, pupils chose carefully from a range of materials to investigate the techniques of weaving. They recognise that red is a 'hot' colour, and that blue is 'cool'. In Year 2, pupils paint boldly in the style of Henri Matisse. They experimented with paint and crayons to mix colours in their pictures of The Great Fire of London.

93 Pupils in Years 3 to 6 pay increasing attention to detail in their observational drawings. Some pupils have thought carefully when painting pictures about relationships and have included something they regard as special to themselves as they painted in the style of David Hockney's 'Mr And Mrs Clarke and Percy'. Pupils are developing an understanding of perspective and have used this skill well to draw, and make, model chairs. Pupils work well with clay to make coil pots. In Years 5 and 6, pupils have mixed paint with great attention to shade and tone, producing paintings of poppies, which are of a high standard.

94 Teaching is satisfactory, with good teaching in the two lessons seen. Teachers' subject knowledge is good. For example, in the Year 4/5 lesson, the teacher not only used her knowledge well to demonstrate to pupils the skills of working with clay, but also organised the pupils well in two smaller groups. This impacted well on their learning of new skills. In a lesson in Year 1, resources were chosen very well to impact on pupils' learning. However, sketchbooks are not used well because teachers have low expectations of pupils' work in these books. Too often work is untidy or incomplete, and pupils do not date or give work a title. Planning for the week does not always identify what pupils will be expected to learn, nor do teachers record how well pupils have learnt in lessons.

95 The school has recently adopted the recommended national scheme of work and the assessment strategies that accompany it. The subject is managed satisfactorily and the co-ordinator talks with colleagues at the end of each term. This confirms how well the scheme of work is being taught. Apart from looking at pupils' work displayed in classrooms and corridors the co-ordinator has little opportunity to find out what pupils have learnt. There is no work of artists from other cultures displayed in order to reinforce pupils' cultural awareness. Computers are not used well to support the subject; this is because the school has only recently acquired new equipment and staff are still gaining experience in using it.

## **DESIGN AND TECHNOLOGY**

96 At the time of the last inspection attainment in design and technology was in line with national expectations by the end of Year 2 and below expectations by the end of Year 6. During this inspection no design and technology lessons were timetabled or seen but evidence from displays, teachers' planning, collections of projects, photographs and discussions with staff and pupils show that teaching is satisfactory. Pupils of all abilities make satisfactory progress over time and standards are

now as expected for seven and 11 year olds. Although this represents an improvement since the previous inspection there is still not enough emphasis on the design and evaluation aspects of the subject. However, the range and depth of experience is broadly satisfactory. Pupils with special educational needs achieve similar standards to the other pupils. They show secure making skills and are supported well in writing down their ideas and planning their projects.

97 Pupils enter Year 1 from the foundation stage with a range of experiences such as baking and model making. Throughout Years 1 and 2, pupils extend their learning about design and technology. In Year 1, pupils are introduced to the idea of design and understand the need to work with care and accuracy. They learn about simple mechanisms like levers and pivots and have used this knowledge to produce a cardboard crocodile whose jaws open and close. Pupils produce interesting models using construction blocks and write captions about the figures they make such as, "He can fight crime". By Year 2 pupils showed a firm understanding of design and evaluation, for example when they made a colourful and appetizing salad. They use a series of well-structured guidance sheets to help their thinking and doing. When making the salad, they made a list of possible equipment and ingredients, selected carefully and made accurate drawings to show how the salad would be laid out on the plate. The displayed work shows individuality and the use of a range of materials. Pupils wrote, "I must wash my hands and clean the table," demonstrating their awareness of the need for careful hygiene. They thought about improving their salads by using evaluation sheets to answer questions such as, "What would you change?" and "Why would you change it?" Pupils clearly enjoy the subject.

98 By the end of Year 6, pupils still enjoy their design and technology lessons but gain only limited experience in the use of a wider range of tools and equipment. Pupils in Years 3 and 4 learn about levers and make amusing and attractive moving storybooks with pop-up pictures. Their designs show careful thought and drawings are clear and well annotated. Pupils demonstrated their evaluation skills when they wrote, "I could have improved the colour, detail and pattern". Pupils in Years 4 and 5 designed and made a selection of biscuits and thought about presentation when wrapping them as Christmas gifts. In Year 6, pupils had opportunities to discuss their project on bridges with visiting engineers. They used the information gained from this valuable experience to construct a truss bridge to support a two-kilogramme weight and span an 80-centimetre gap, using simple tubes. Making skills are better developed than designing and evaluating skills in some classes.

99 The subject is managed successfully and the current full curriculum review is aimed at identifying strengths and weaknesses prior to further development. Guidelines need further development to provide a consistent approach to teaching the subject throughout the school. Resources are satisfactory and are being updated and modernized in line with the adoption of recent national guidance.

## **GEOGRAPHY**

100 The attainment of pupils in geography is broadly at the levels expected for pupils aged seven and 11 and is similar to that reported during the last inspection. During this inspection no lessons were timetabled or observed. Evidence was gathered from displays, samples of work, teachers' planning and discussions with pupils and teachers. This shows that all pupils make broadly satisfactory progress as they move through the school. However, those with special educational needs often achieve well in relation to their ability because they are well supported by classroom assistants or other adult helpers and this ensures that they are fully included in all activities. More able pupils could achieve more highly if they were sufficiently challenged.

101 By the end of Year 2 pupils have had a limited range of experience in geography but curriculum requirements are met. They learn about and produce simple maps of the local area and visit some of the shops and businesses. Pupils extend their knowledge of distant places and can contrast the island of Struay with their own immediate surroundings. They displayed an interest in the outside world when they wrote questions such as “Are there many children on your island?”. Throughout Years 1 and 2, pupils develop a sound knowledge and understanding of geographical features such as hills, farms and jetties and use them accurately in their writing. However, much of the written work is copied and pupils of all abilities do the same tasks at the same time. This reduces their learning opportunities and slows progress and attainment.

102 In each of the Year 3 to 6 classes, pupils also do very similar work. In some of their earlier work less able pupils produced better work than the more able. Teachers’ expectations of the more able pupils are not always sufficiently high and tasks lack challenge. Pupils usually write the bare minimum about topics even though they have well developed literacy skills. Sometimes, pupils demonstrate clearly that they could do much better work. For example they wrote knowledgeably about the changes to a river course caused by erosion. There is little evidence that pupils consider subjects in detail and most of their writing is flat and featureless with hardly any personal interpretation of information. This limits opportunities for some more able pupils to attain high standards commensurate with their ability. Pupils reinforce their multi-cultural awareness when they study St Lucia and Pakistan and learn about the similarities and differences between life there and their own experiences.

103 The policy for the subject is in need of review. This has been delayed because of the recent move of the subject co-ordinator to an unfamiliar age range in the Foundation Stage. The school intends to bring more structure to the subject by adopting national guidance and materials. Geography is not a current priority for the school and there has been no recent monitoring of teaching and learning and so some of the issues such as the use of pupils’ literacy skills to enhance their work have not been identified and action taken that would improve attainment.

## **HISTORY**

104 Standards in history have improved since the last inspection and match and sometimes exceed those expected for pupils at the ages of seven and 11. This reflects the good teaching in most classes that enables pupils, whatever their ability, to make good progress and the way in which the school uses outside locations as a source of information for the topics in the history curriculum. Pupils with special educational needs are supported well and staff pose suitable questions to ensure that they fully understand and to enable them to gain success. The teachers often have good subject expertise and they plan interesting activities that ensure pupils enjoy the lessons and so behave very well.

105 Judgements on standards in history have been made from lessons seen, scrutiny of pupils’ work and teachers’ planning and work on display. Teachers in Year 1 and 2 resource lessons well, for example the teacher in Year 1 has put together a useful collection of toys representing toys from past times and those played with today. This ensures that pupils in Year 1 are developing a good understanding of how some things change over time and other stay the same. They listened to the head teacher talk about the toys she played with as a child and asked well thought out questions to find out whether toys had changed. For example, they asked ‘What were your toys made of?’ and ‘Did you have a favourite toy?’. All were fascinated by the session and concentrated well. The very good teaching meant that the pupils consolidated their earlier learning and made gains in their understanding of chronology as they put three toys in order reflecting the date they were made. The very good relationships meant that pupils shared well, listened to each other and gained in confidence. In Year 2 pupils are gaining a sound knowledge of famous people through their work on Florence Nightingale.

They have a satisfactory understanding of different ways to find out about famous people and suggested sources such as magazines, books and museums. One pupil suggested using the Internet and typing in 'Florence Nightingale'. By the end of the lesson most pupils knew that soldiers in the Crimea slept on beds of straw, that Florence was not allowed to change bandages and why she became known as 'The lady with the lamp'.

106 In Years 3 to 6, teaching is mainly good and this ensures that pupils enjoy their lessons and achieve well. For example, the good teaching in the Year 3/4 class enthused the pupils well and they were eager to find out about warfare in Ancient Greece. They used literacy skills well to interrogate contents and indexes in a range of books to find information. They understood that historians use a range of sources to find out about the past. Pupils made careful observations of illustrations of pottery found by archaeologists to find information about weapons and transport. The teacher reinforced well the pupils' understanding of terms such as 'trireme' by identifying other words such as 'tricycle' 'tripod' and 'triangle' so that pupils recognised 'tri' denoted three and a trireme had three tiers of oars. Pupils used drawing skills well to record their ideas and made careful copies of some of their sources. In the Year 5/6 class the well-led discussion on aspects of Victorian life prepared the pupils well for their forthcoming visit to the Timothy Hackworth museum. The pupils gained a sound awareness of how evidence about the past can be gathered from museums and identified how they would use artefacts, pictures, diaries and photographs to find out about the influence of the railways. The teacher used the lesson well to reinforce the pupils' awareness of changes over time and tested pupils misconceptions and assumptions about rail journeys in the past.

107 The co-ordinators for history provides sound leadership and management. She has adapted recent national guidance to ensure that staff have a useful framework for their teaching. The co-ordinator scrutinises other teachers' planning and identifies any resource implications. She has no opportunities to observe teaching and learning in other areas of the school. The curriculum is enhanced by visits to locations of historical interest. Pupils in Years 3 to 6 often use historical subjects in their writing lessons. For example, in their extra English lessons Year 5/6 pupils have written diaries as 'Florence Nightingale'. However, there are fewer opportunities for pupils to use their literacy skills within their work in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108 At the time of the last inspection, standards in ICT were satisfactory for pupils at the end of Year 2 and Year 6. In current work pupils in Year 2 are on course to attain the standards expected for seven year olds by the end of the school year. Pupils in Year 6 are unlikely to reach the levels of attainment expected for 11 year olds. This is because the school does not yet possess all of the necessary hardware, software or expertise to teach fully all aspects of the curriculum for ICT. The curriculum does not fully meet all the strands required by the National Curriculum. Pupils in Years 3 to 6 show that they are quick to learn and reach satisfactory standards in elements such as word processing and the creation of spreadsheets. They do not learn to control machines and equipment, use sensing apparatus, explore models, simulate situations or use e-mail other than at a basic level. The school is currently acquiring some of the necessary facilities to improve the situation but staff need a period to adjust to the new technology and receive further in-service training.

109 Pupils in Year 2 understand what a control device is and know that it has to be programmed. They learn how to make it travel forwards and backwards and turn to reach a specified place on a carpet. However, their knowledge and experience is limited by the difficulty of giving them all sufficient practical experience with the robot since, during the inspection, this was borrowed from another school because of technical difficulties with the school's own equipment. Some pupils showed sound knowledge of control as one said "A television is a control device too because it needs instructions to work". Pupils enjoy the subject but sometimes lose interest. For example they were

confused when the term '90 degrees' was introduced and when they could not see the equipment properly during whole class demonstrations.

110 Pupils in the Year 6 class have lost much of their enthusiasm for the subject. They say they only give the subject "five out of ten" and describe the frustration of waiting a long time between practical experiences with equipment. However, they enjoyed learning about spreadsheets and measuring temperature using sensing equipment that involved working with teachers from a local comprehensive school. Although this experience was useful, their total experience in these aspects is understandably limited in breadth and depth since the school's provision has only recently improved. Pupils have used the Internet to gather information on topics such as famous people but are not confident with the procedures. They have hardly any experience of using simulations or models to explore patterns and relationships or of communication with others using e-mail.

111 Teaching is satisfactory and throughout the school staff work hard to teach the necessary skills and knowledge, in spite of problems with hardware and software. For example, because of skilful teaching, a class of Year 4 and Year 5 pupils successfully developed and refined their skills at using commands to draw specific shapes on a computer screen. Classroom support assistants are deployed well to successfully guide the learning of pupils with special educational needs. This ensures that these pupils make good progress and are well integrated with the rest of their class in these sessions. More able pupils often work well with those who are not yet as confident. Pupils work well together and take turns without arguing but there is insufficient equipment to give pupils the necessary time to practise and fully develop their skills, for instance, in word processing.

112 The co-ordinator is providing a sound lead and has ensured that the school has rightly made the subject a priority for development. Current plans include the provision of a computer suite and the purchase of all necessary hardware, software and training to cover the curriculum satisfactorily. The school has adopted national guidance and this is providing the necessary structure for the subject. Additionally, essential policies have been drawn up to cover areas such as safe use of the Internet to allow pupils' learning experiences to be extended and developed.

## **MUSIC**

113 Standards in music match those expected of pupils in Years 2 and 6, with good standards in singing throughout the school. Pupils sing well, and they enjoy singing activities such as hymn practice. In Year 1, pupils are starting to explore how different sounds can be made with un-tuned instruments. For example, one pupil thought the scraper made cold music because "It makes a crackling sound". Year 2, pupils are beginning to be aware that simple graphic interpretations, such as drums and stars, can represent the mood of music. After listening to the Nutcracker Suite, one pupil suggested that the "soft music was like the stars". Pupils sing songs and hymns from memory and sing tunefully with good diction.

114 In Years 3 to 6 pupils of all abilities make good progress in singing, which is of a high standard. This was evident in an assembly when pupils sang 'You Are My Brother' with no accompaniment. They sang tunefully and maintained the rhythm very well. Pupils sang very well during the school Mass. In one hymn, they performed their own part taking care to acknowledge how the different parts of two other groups fitted together for an overall effect. Recorder players provided rhythmic and tuneful support to the singing. Pupils understand a range of musical terms such as 'dynamics', 'duration' and 'structure'. Pupils in the mixed Year 5 and 6 class are beginning to understand the impact of a major and minor scale on the mood in music. One pupil suggested, "Minor scales are used in music for scary films". Pupils are taught to play the violin by a visiting specialist and

are making good progress. They are confident and read music well. Those pupils who learn to play the recorder also read music competently.

115 Teaching is satisfactory and sometimes good so pupils make at least satisfactory progress. In Year 2, pupils found drawing a symbol to represent music too difficult. However, the teacher, with good support from the classroom assistant, managed the class well to ensure that all the pupils, whatever their ability, made satisfactory progress in their learning. The organisation of some lessons, however, does not ensure that all the pupils are sufficiently involved. Groups of pupils tend to sit too long with nothing to do, whilst teaching is directed at a small group. Those pupils who learn to play musical instrument, tend to dominate lessons by volunteering answers to the teacher's questions. Short term planning does not always indicate what pupils will be expected to learn, nor do teachers record how well pupils have learnt. Pupils behave very well, particularly in assemblies and during the school Mass. They enjoy music making activities.

116 The music curriculum is well planned. The subject is taught over a two-year cycle so that all the pupils in the mixed-age classes receive an equal entitlement to the curriculum. The co-ordinator gives a sound lead and teaches music in some classes. However, there is little opportunity for her to find out what progress pupils are making in the classes she doesn't teach. Resources are good; teachers have two boxes of good quality instruments in their own classrooms. Computers are not used well to support the music curriculum. The co-ordinator voluntarily teaches some pupils to play the recorder, and other pupils are taught to play the violin. This enables pupils to enhance the quality of assemblies with their playing and this reinforces their self-esteem. Pupils regularly perform in front of an audience in assemblies, at Mass, in Christmas productions and they go out into the community to sing to audiences. These extra-curricular activities enrich the curriculum very well.

## PHYSICAL EDUCATION

117 During the inspection it was only possible to observe games skills. Discussions with the co-ordinators, other staff and pupils, plus the examination of documents and teachers' records demonstrate that the physical education curriculum meets the requirements of the National Curriculum and the areas of physical education are taught according to the season. From this and lessons seen it is evident that by the ages of seven and 11 pupils attain standards that match the levels expected for their age, with a few who achieve more highly. These are similar to those identified in the last inspection. A good range of initiatives enhances the curriculum. Parents run an extra-curricular football club and there is a lunchtime netball club. Good links with the receiver secondary schools have resulted in staff working with the pupils to develop physical education skills. A teacher has worked with pupils to develop their dance skills and a teacher from the physical education department from the main receiver school works with different classes of pupils in the school. After school clubs are well attended and older pupils have the opportunity to take part in a residential visit where they enjoy outdoor activities such as map reading and swimming. All classes from Year 1 to Year 6 visit the local swimming pool on a rota basis. Pupils who are less confident swimmers attend for an extra term. By the age of 11, most pupils swim at least 25 metres using a recognisable stroke and many are very good swimmers and compete successfully in the local swimming gala.

118 From the lessons seen and the standards achieved it is evident that teaching is at least satisfactory and sometimes good. This enables pupils to gain in confidence as they move through the school and to achieve well. All pupils work at their own level of confidence and physical development. All pupils, whatever their ability, are encouraged to take full part in lessons and to achieve as well as they can. In a well-taught Year 1 lesson, taken by the co-ordinator for the subject, the teacher had planned a brisk warm up that increased in challenge and ensured that the pupils joined in enthusiastically. The class had a temporary teacher until this term and were fussy and noisy. However, the teacher managed them well and they responded well to her clear expectations in terms of work and behaviour. The teacher involved the pupils very well in planning their activities and in discussing different ways to throw and catch a beanbag. The teacher's good subject expertise ensured a steady increase in challenge and a good balance between direct teaching of ball skills and opportunities for pupils to practise their throwing and catching. Pupils demonstrated sound hand/eye co-ordination when throwing and catching with two hands and when throwing with one hand and catching with two. By the end of the lesson pupils were working well in pairs to pass a beanbag between them with increasing accuracy. These skills are built upon in Year 2 where, in a good lesson pupils practised throwing and catching a ball, individually and with a partner. The teacher planned the lesson well to ensure that activities increased in challenge as the lesson progressed. This resulted in a good pace to the lesson and pupils responded well and behaviour was good. The teacher's clear directions made them listen carefully and they responded quickly to her signals. The pupils showed good throwing and catching skills as they passed a ball at head height and above and kept their eye on the ball to ensure accuracy. Pupils with special educational needs were well supported to work at their own level and to take a full part in the lesson. The effective teaching ensured that these and other pupils enhanced their skills during the session.

119 Pupils' skills are built on throughout Years 3 to 6 and they attain satisfactory standards for their age. In the Year 3/4 class they practised running and jumping for height and length and then worked on over-arm throwing. The teacher demonstrated effectively to show footwork and position and appraised the pupils well as they practised. The teacher reinforced pupils' skills through praise for those who demonstrated different skills and this enabled all pupils to refine their own performance. By the end of the lesson most pupils demonstrated good running and jumping skills, moving quickly from a balanced position. They showed satisfactory throwing and catching skills and aimed accurately to direct the ball. Teaching was very good in a Year 5/6 lesson and the teacher used subject terminology

well, for example insisting that a 'pass' is 'controlled' but uses 'force'. The teacher's very well timed interventions ensured that pupils thought about and refined their attack and defence positions as they worked in opposing small groups to practise netball skills. Pupils pass accurately using a range of chest, shoulder, underarm and overhead passes. Several of the pupils showed good skills of dodging/blocking opponents and obviously apply the skills learned in their netball club. The teacher ensured that pupils understood the need to warm up muscles before exercise reinforced the need to use space safely. Relationships in the class are very good and the pupils made it very clear that they enjoy physical education.

120 The teachers have sound subject expertise and training. The 'Top Sport' initiative has enhanced this for some staff and has also provided extra resources. Lessons are planned carefully and take account of the published guidance from the local authority. The co-ordinator has a good understanding of the subject and works with colleagues and outside agencies to develop the range of activities available.