

# INSPECTION REPORT

## **FOREST GLADE PRIMARY SCHOOL**

Sutton-in-Ashfield,

LEA area: Nottinghamshire

Unique reference number: 122562

Headteacher: Mrs C Steels

Reporting inspector: Mrs Marina Gough  
22361

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> October 2001

Inspection number: 195719

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Mansfield Road Sutton-in-Ashfield Nottinghamshire
Postcode:	N517 4FL
Telephone number:	01623 452770
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P Shaw
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	The Foundation Stage Science Music English as an additional language	The school's results and achievements How well are pupils taught What could the school do to improve further
9619	Mr R Miller	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
10638	Mr M Newell	Team inspector	Mathematics Art and design	How well is the school led and managed
18724	Ms G Pilling	Team inspector	Geography History Physical education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils
27835	Mr K Heakin	Team Inspector	English Information and communication technology Religious education Design and technology	

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

### **INFORMATION ABOUT THE SCHOOL**

The school, which is situated in Sutton-in-Ashfield, close to Mansfield, is of average size and caters for two hundred and nineteen pupils between the ages of four and eleven. Most pupils join the pre-school group for two terms before they transfer to the Reception class in the term of their fifth birthday. Their attainment when they start in the Reception class is below average. Nearly all pupils are of white ethnicity and no pupil receives additional support for English as an additional language. Sixty-nine pupils are on the school's special educational needs register, although none have statements. This represents 31% of the school population and is above average. Currently thirty-five pupils are known to be eligible for free school meals. This represents 16% of the school population and is below average. The school is aware that, for a variety of reasons, a significant number of parents do not claim free school meals, and estimates that the actual number of pupils eligible for free school meals is considerably higher than the records indicate. The area is one of high unemployment, and the school recognises that some pupils do not have the same advantages at home as others, and does its best to compensate for this. Some pupils attend school on a very temporary basis whilst their parents are accommodated in the local refuge. This affects the school's rate of attendance and means that there are unusually high levels of pupils moving to and from the school other than at the usual point of entry and transfer, especially in Key Stage 2.

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

This is a very effective school that has many very good features and few areas for development. By the age of eleven, pupils attain standards that are in line with national expectations in English, mathematics and science, although this is not always the picture shown by the end of Key Stage 2 national tests because of unusually high levels of pupil mobility. The quality of teaching and learning is good overall in Key Stage 2, and very good in the Foundation Stage and in Key Stage 1. Pupils have very positive attitudes to learning, and are very well behaved and polite. The headteacher provides excellent leadership for the school, which is efficiently and effectively managed. She enjoys the full support of the deputy, staff and Governing Body. The school gives good value for money.

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

- Pupils of all ages and abilities make good progress from a low starting point, and achieve their potential.
- The quality of teaching and learning is good in Key Stage 2 and very good in the Foundation Stage and in Key Stage 1.
- Pupils' attitudes to learning are very good and they are well behaved, polite and helpful.
- The school provides a very good curriculum for children in the Foundation Stage, and a good curriculum for pupils in Key Stage 1 and Key Stage 2.
- The provision for pupils with special educational needs is very good and enables them to make good progress towards the targets in their individual education plans.
- Provision for pupils' social and moral development is very good, and provision for their personal and spiritual development is good.
- The school provides very good levels of support and guidance for all pupils. Procedures for monitoring and promoting good behaviour are excellent.
- Parents have very positive views of the school and the school has developed its partnership with parents over the last few years.
- The leadership of the headteacher is a significant strength and she is very well supported by the senior management team, curriculum co-ordinators and the Governing Body.

## What could be improved

- The presentation and organisation of pupils' work.
- The monitoring of pupils' attainment and progress by co-ordinators in all subjects other than English and mathematics.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. At that time the current headteacher had only just been appointed. Under her strong leadership, the school has continued to move forward at a good rate, and very good progress has been made, both in addressing the key issues arising from the last inspection report, and in developing and improving other aspects of the school's life and work. Standards have risen in English, mathematics and science at the end of both key stages. Teaching has improved and is now a strength of the school. Pupils continue to have very good attitudes to learning, and have developed their capacity for carrying out independent work. The school has worked hard to extend and strengthen its partnership with parents, the vast majority of whom have very positive views of the school. The role of the curriculum co-ordinator in monitoring colleagues' planning has been developed although there is still more to be done in terms of monitoring standards through classroom observation and the scrutiny of pupils' work. The school has developed good assessment procedures in English and mathematics which enable the accurate tracking of pupils' progress and attainment. However, assessment procedures in the other subjects are not yet in place. There is a very good team spirit, with all staff working together well to achieve the school's aims, and this means that the school is very well placed for further and continued development.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	E	D	C	well above average A above average B average C below average D well below average E
Mathematics	C	D	D	C	
Science	C	D	B	A	

The table shows that by the age of eleven, on the basis of the end of Key Stage 2 national test results, pupils' attainment in English and mathematics is below the national average, and that their attainment in science is above the national average. In comparison with similar schools, the pupils' attainment is average in English and mathematics and well above average in science. The test results have been a little inconsistent at the end of Key Stage 2 over the last four years, although the overall trend has been one of improvement. Key Stage 2 pupils make good progress in English, mathematics and science, although comparison between the end of Key Stage 1 results and the end of Key Stage 2 results suggests a decline in standards. This is not the case, and is the result of unusually high levels of pupil mobility in Key Stage 2. Typically, a Year 6 cohort of pupils contains one third of pupils who

have joined the school since the end of Key Stage 1, and this makes comparisons between the two key stages very unreliable. Appropriate targets are set in English and mathematics, but it is difficult for the school to be accurate because of the high levels of pupil mobility in Key Stage 2.

The inspection findings, which take account of a greater range of evidence than the end of key stage tests, vary slightly from the test results, and indicate that standards are in line with national expectations in English, mathematics and science. In English, there are strengths in reading, speaking and listening, but the school has identified that there is still more work to be done in developing pupils' writing skills. In mathematics, standards are similar across all elements of the curriculum. In science there are strengths in pupils' knowledge of many aspects of the curriculum, but some relative weaknesses in their knowledge of some elements of physical processes, and in their skills of investigation and experimentation.

By the end of KS1, on the basis of the 2001 end of Key Stage 1 national tests, pupils' attainment in reading and writing is well above the national average, and above the national average in mathematics. This picture is confirmed by the inspection findings which indicate that by the end of the key stage, pupils' attainment in English, mathematics and science is above national expectations. The slight discrepancy between the inspection findings and the test results in reading and writing is because of the broader range of evidence considered during the inspection. In comparison with similar schools, pupils' performance is well above average in reading, writing and mathematics.

Pupils' attainment at the age of seven and eleven is above national expectations in information and communication technology, design and technology, geography and history. Their attainment in music is in line with national expectations. In physical education and art and design, pupils' attainment is above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. In religious education, pupils' attain beyond the expectations of the Locally Agreed Syllabus at the end of both key stages.

The children's attainment when they start school is mixed, but below average overall. The children's spoken language skills are often well developed, although their personal and social skills are sometimes weak. They make very good progress, and by the end of the Foundation Stage, most children achieve the early learning goals in the areas of personal social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Pupils of all ages do their best, and achieve well in relation to their ability. Pupils with special educational needs are very well supported in class, and higher attaining pupils are generally appropriately challenged, although the school does not formally identify and provide for pupils who may be gifted and talented. Standards have steadily improved over the last four years in both Key Stage 1 and Key Stage 2 in English, mathematics and science as the result of better curriculum provision, improved teaching, and the introduction of the National Literacy Strategy and the National Numeracy Strategy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very high levels of enthusiasm, and take a full and active part in lessons. They enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved, friendly and polite. They work well together on joint tasks and willingly share resources and ideas.
Personal development and relationships	Very good. Relationships between pupils and adults, and amongst pupils, are excellent and contribute significantly to the quality of life in the school. Pupils show good levels of independence in their work, and are keen to take on classroom and school responsibilities.
Attendance	Unsatisfactory. Although the rate of attendance has improved since the last inspection, it is below the national average, mainly because a high proportion of parents take holidays in term time.

## TEACHING AND LEARNING

Teaching of pupils in:	Pre-school and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	very good	very good	good

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

Teaching is very good in the pre-school and Reception classes, enabling the children to make very good progress from a low starting point across all areas of learning. Teachers provide a very good combination of teacher led activities, and those which the children choose themselves. Teaching is very good overall in Key Stage 1 where there is a well established and experienced staff. Teaching is good in Key Stage 2, despite some very recent staff changes which have affected three of the four classes. There has been a significant improvement in the quality of teaching overall since the last inspection. The teaching of English and mathematics is good overall across the school, and some very good examples were seen during the inspection in both key stages. Teachers effectively implement the National Literacy Strategy and the National Numeracy Strategy. Basic skills of literacy and numeracy are taught well, although the overuse of worksheets in some classes limits the opportunities for pupils to write extensively in other subjects. The teaching of information and communication technology is good, but even more could be done to promote the use of information and communication technology across the curriculum. Teachers are very effective in the way in which they meet the needs of pupils of different abilities, especially those who have special educational needs, and low attaining pupils, and the practice of teaching Key Stage 2 pupils in ability groups for mathematics is proving to be effective. A strength of teaching is the way in which teachers share the purpose of the lesson with the pupils, and then evaluate the pupils' learning in the light of what has been achieved during the lesson. Some good opportunities are provided for older pupils to develop independent learning skills through problem solving, carrying out experiments and conducting research, but many older Key Stage 2 pupils still require extensive adult support when carrying out scientific investigations. A relative weakness of teaching and learning throughout the school is the organisation and presentation of pupils' work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and well balanced curriculum for Key Stage 1 and Key Stage 2 pupils and allocates a good amount of time to all subjects. However, some lessons are very long, and in some classes too little time is given to music. The curriculum for Foundation Stage children is very good and fully meets their individual and collective needs.
Provision for pupils with special educational needs	Very good. Pupils are identified at an early stage. Their progress is regularly reviewed, and where possible, problems are quickly resolved. Pupils are very well supported in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are particular strengths in the school's provision for pupils' personal, social and moral development. Provision for their spiritual development is good, and provision for their cultural development is satisfactory. The school promotes very positive value and attitudes. Teachers and other adults are excellent role models.
How well the school cares for its pupils	This is a very caring school where pupils' well-being, health and safety are of paramount importance. Assessment procedures are good in English and mathematics, although assessment in other subjects is still in the early stages of development. The school's procedures for monitoring and promoting good behaviour are excellent.
How well the school works in partnership with parents	Good. The school has developed a strong partnership with parents and there are very high levels of parental satisfaction with most areas of the school's work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership for the school and enjoys the full support of the deputy, staff and Governing Body. The role of the curriculum co-ordinators in monitoring standards through classroom observation and the scrutiny of pupils' work is in the very early stages of development.
How well the governors fulfil their responsibilities	Good. The Governing Body is well informed, supportive and knowledgeable. All statutory duties are met.
The school's evaluation of its performance	Good. The headteacher, staff and Governing Body carefully monitor and track pupils' performance in English and mathematics and make very thorough analyses of all available data. The headteacher has carried out a good amount of monitoring of teaching and learning. The School Development Plan provides a useful tool for measuring and tracking whole-school developments. The headteacher and Governing Body have a good overview of the school's strengths and weaknesses.
The strategic use of resources	Good. The school uses its funds well to support educational development. Staff are well deployed, and the accommodation and resources are used effectively.
The adequacy of staffing, accommodation and learning resources	There are enough suitably qualified teachers and support staff for the number of pupils on roll, although the school is currently having difficulty in recruiting a Key Stage 2 teacher. The range, quality and quantity of learning resources are at least satisfactory for all subjects. The accommodation is attractive and very well maintained, but there are no playing fields, and only a very small hall, and this adversely affects the standards pupils attain in physical education, especially in Key Stage 2.

## 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>• Parents agree that their children enjoy coming to school and that they are making good progress.</li> <li>• Parents state that they receive a warm welcome from the headteacher and staff when they visit the school.</li> <li>• Parents are pleased with the standard of behaviour in the school which they believe to be good.</li> <li>• Most parents are pleased with the amount and frequency of homework.</li> <li>• Parents agree that the quality of teaching is good and praise the commitment of the staff.</li> <li>• Parents are very pleased with the way in which the school is led and managed by the headteacher.</li> <li>• Parents state that the school effectively teaches pupils positive values and attitudes.</li> <li>• Most parents are pleased with the amount of information they receive.</li> <li>• Parents state that the school has high expectations of the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more extra-curricular activities.</li> <li>• Some parents would like more information from the school, especially about the completion of homework.</li> </ul>

There are very high levels of parental satisfaction, and the inspection findings fully confirm the parents' positive views of the school. The school provides a satisfactory range of extra-curricular activities, some of which are held at lunchtime, and some after school. The school is pleased to respond to the parents' requests for more information about homework.

## **PART B: COMMENTARY**

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

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

1. The children's attainment when they start school is mixed, but below average overall. The children's spoken language skills are often well developed, although their personal and social skills are sometimes weak. By the end of the Foundation Stage, most children achieve the early learning goals in the areas of personal social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. The children make very good progress and benefit from very good teaching, both in the pre-school group and in the Reception class. The children are very well prepared for their transition to the Key Stage 1 programmes of study at the end of the Foundation Stage.
2. By the end of KS1, on the basis of the 2001 end of Key Stage 1 national tests, pupils' attainment in reading and writing is well above the national average, and above the national average in mathematics. This picture is confirmed by the inspection findings which indicate that by the end of the key stage, pupils' attainment in English, mathematics and science is above national expectations. The slight discrepancy between the inspection findings and the test results in reading and writing is because of the broader range of evidence considered during the inspection. In comparison with similar schools, pupils' performance is well above average in reading, writing and mathematics.
3. By the end of Key Stage 1, pupils' attainment in English is above national expectations. As they move through the key stage, pupils' reading and writing skills are very effectively promoted, and the emphasis placed by the school on reading, ensures that pupils of all abilities make very good progress in this aspect of their English work. Pupils write well structured pieces in a range of different genres, and the highest attaining pupils successfully transfer and adapt some of the ideas they glean from their own reading when writing accounts and stories. For example, pupils observe the use of speech marks when sharing whole-class 'Big Books' and start to include them in their own work. Speaking and listening skills are well developed and there are many good opportunities for pupils to express their ideas and to listen to the views of others. Literacy skills are effectively promoted in other subjects, although where worksheets are used for recording, this limits the opportunities for pupils to extend their literacy skills fully.
4. By the end of Key Stage 1, pupils' attainment in mathematics is above national expectations, and pupils have a particularly good grasp of number and pattern. Pupils have good mental agility skills which they use well when carrying out written tasks. Their knowledge of shape, space and measures is very secure, although a relative weakness is the pupils' ability to accurately draw and measure lines and shapes themselves. Pupils use graphs well to represent data, and make sensible interpretations from graphs and charts. Pupils are given regular opportunities to use their numeracy skills across the curriculum. Pupils of all abilities make good progress.
5. By the end of Key Stage 1, pupils' attainment in science is above national expectations. Pupils' investigative skills are at the expected level. Most pupils observe carefully, and have a suitably broad scientific vocabulary but there is not always sufficient variation in the way in which they present their findings. Most pupils make sensible predictions and have a secure understanding of the notion of a fair test. The

strength in pupils' learning is their scientific knowledge which is extensive and very well established. Pupils' recall of what they have learned is often very good, with the exception of aspects relating to sound and light, where pupils' knowledge is less secure. Pupils thoroughly enjoy science lessons, which are well taught throughout the key stage, and their involvement and enthusiasm contribute to the good progress they make and the high standards they attain.

6. Pupils' attainment at the end of Key Stage 1 is above national expectations in art and design, information and communication technology, design and technology, geography, history and physical education. Their attainment in music is in line with national expectations. Pupils' attain beyond the expectations of the Locally Agreed Syllabus at the end of Key Stage 1. Pupils achieve well in all subjects, with the exception of music where, although their attainment is satisfactory, pupils could do even better if a little more time were given to the appraising aspect of the subject. Pupils of all abilities, including those who have special educational needs benefit from taking part in a broad range of stimulating and exciting activities that successfully promote their learning. Teaching is very good overall, and this makes a significant contribution to pupils' progress and the standards they attain.
7. By the end of Key Stage 2, on the basis of the 2001 end of key stage national tests, pupils' attainment in English and mathematics is below the national average, and their attainment in science is above the national average. In comparison with similar schools, the pupils' attainment is average in English and mathematics and well above average in science. The test results have been a little inconsistent at the end of Key Stage 2 over the last four years, although the overall trend has been one of improvement. On the basis of the Key Stage 2 test results, it appears that pupils' progress declines from the end of Key Stage 1. This is not the case, and is the result of unusually high levels of pupil mobility in Key Stage 2. Typically, a Year 6 cohort of pupils contains one third of pupils who have joined the school since the end of Key Stage 1, and this makes comparisons between the two key stages very unreliable. Appropriate targets are set in English and mathematics, but it is difficult for the school to be accurate because of the high levels of pupil mobility in Key Stage 2.
8. The inspection findings, which take account of a greater range of evidence, vary slightly from the 2001 Key Stage 2 national test results, and indicate that standards are in line with national expectations in English and mathematics and science. In English, there are strengths in reading, speaking and listening, but the school has identified that there is still more work to be done in developing pupils' writing skills. In mathematics, standards are similar across all elements of the curriculum, but some pupils have difficulty in solving complex word problems, and as in Key Stage 1, their ability to accurately draw and measure shapes is a minor area of weakness. In science there are strengths in pupils' knowledge of many aspects of the curriculum, but some relative weaknesses in their knowledge of some elements of physical processes, and in their skills of investigation and experimentation. Good opportunities are provided for pupils to develop and practise their literacy and numeracy skills across the curriculum, although there are occasions, such as when worksheets are used for recording, when further opportunities are missed.
9. Pupils' attainment at the end of Key Stage 2 is above national expectations in information and communication technology, design and technology, geography and history. Their attainment in music, physical education and art and design is in line with national expectations. Pupils' attain beyond the expectations of the Locally Agreed Syllabus at the end of both key stages. Pupils' progress and attainment are constrained in physical education by the lack of facilities. The hall and outdoor hard-surfaced playground are very small, and the school has only limited access to playing

fields. In music, pupils benefit from the expertise of a part-time specialist, but not enough additional music is taught in class, and there are weaknesses in pupils' appraising skills. Pupils achieve good standards in some aspects of the art and design curriculum, but their overall attainment is adversely affected by the lack of regular opportunities for them to work in three dimensions. Pupils make good progress and achieve high standards in religious education, design and technology, geography, history and information and communication technology. They have a very secure subject knowledge and a great deal of enthusiasm for these subjects which enhances their learning. Curriculum coverage is good enabling pupils to gain a good breadth of experience.

10. Pupils of all ages do their best, and achieve well in relation to their ability, with the exception of music where, although satisfactory, their progress and attainment could be even higher. Pupils with special educational needs are very well supported in class, enabling them to make good progress, and higher attaining pupils are generally appropriately challenged, although the school does not formally identify and provide for pupils who may be gifted and talented. Standards have steadily improved over the last four years in both Key Stage 1 and Key Stage 2 in English, mathematics and science as the result of better curriculum provision, improved teaching, and the introduction of the National Literacy Strategy and the National Numeracy Strategy. Because of the very high levels of commitment from the headteacher, Governing Body, teaching and support staff, the school is very well placed for further continued improvement.

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

11. The pupils themselves are a strength of the school, and the very high standards of attitudes and behaviour described at the time of the last inspection have been successfully maintained. Pupils of all ages and abilities have very good attitudes to school and to learning, and enjoy coming to school. Children in the Foundation Stage are very responsive and quickly learn the routines and expectations of the school. At this early stage, staff work hard to ensure that the children learn to co-operate and to value the views and ideas of their classmates. In all classes, pupils are very enthusiastic and well motivated, and take a full and active part in all activities. Pupils show very good levels of interest and work extremely well together in pairs and small groups. They produce a good amount of work in the time available, and work to the best of their ability.
12. Behaviour in and around the school is very good. Pre-school and Reception staff help the children to learn the basic class rules, and the children understand the need to show consideration for other people and their property. Key Stage 1 and Key Stage 2 pupils know the class and school rules, which they follow closely. They understand how their own actions can affect the well-being and happiness of others, and respond extremely well to the school's system of sanctions and rewards. The vast majority of parents and pupils agree that incidents of bullying are rare, and that they are dealt with quickly and effectively. Although pupils are often boisterous at playtimes, no incidents of bullying or inappropriate behaviour were seen during the inspection. There have been no recent exclusions of pupils.
13. Older pupils are given the opportunity to show initiative and personal responsibility by caring for the younger children during playtimes, and also by making suggestions about school improvement. As a result of the pupils' suggestions, the play areas and toilet provision have been identified as areas requiring refurbishment, and the necessary action is being taken by the school. Reception and pre-school children show high levels of independence in their work, and these skills are effectively developed as the pupils move through the school. Pupils in all classes are keen to take

on classroom and school responsibilities. Most pupils conscientiously complete homework tasks, and confidently make choices and decisions about their work. Relationships amongst pupils, and between pupils and staff, are excellent, and make a significant contribution to the quality of life in the school.

14. The school's attendance rate is unsatisfactory. Although it has improved steadily since 1997, it is below the national average. The authorised absence rate is above the national average and reflects the fact that several families regularly take holidays during term time. Pupils arrive on time to school and registration procedures meet statutory requirements.

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

15. The quality of teaching and learning is very good overall in Key Stage 1 and good in Key Stage 2, with some very good features. In the Foundation Stage, the quality of teaching and learning is very good. The overall quality of teaching and learning has improved since the last inspection. During the inspection, the teaching was excellent in 5% of lessons seen, very good in 38% of lessons, good in 45% of lessons and satisfactory in 12% of lessons.
16. The teaching of the children in the Foundation Stage is very good. In line with the policy of the LEA, the pre-school children are taught by a teaching assistant, who works very closely with the Reception class teacher to ensure that the children make good progress during their time in the Foundation Stage classes. Teachers make very good use of assessments that are carried out soon after the children start school to enable them to plan work that meets the needs of individual children and groups of children. The social skills of some of the children are poor when they start school. The Foundation Stage staff rightly place a great deal of emphasis on promoting personal and social skills by providing opportunities for the children to work co-operatively with one another, and by encouraging them to work independently, making choices and decisions about their work. There is a very good balance between activities that the children select and organise themselves, and those which are directed by adults. Very good emphasis is placed on the development of early literacy and numeracy skills, and the teachers make these activities very exciting by the very good use of resources. For example, during the inspection, the Reception teacher introduced the new sound of 'b' to the children, and to reinforce learning and to capture the children's interest, unzipped a small yellow fabric pod, which contained a very appealing bumble bee. The children are encouraged to use resources themselves to enhance their learning, such as the pirate costumes and props when they were enacting part of a pirate story. Overall, the teachers in the Foundation Stage do their best to make learning exciting for the children and to meet their individual needs, and as a result, pupils make very good progress and enjoy their learning.
17. The teaching of literacy and numeracy is good in Key Stage 1 and Key Stage 2, and some very good examples of teaching were seen during the inspection in both key stages. Time is used effectively in literacy and numeracy sessions, ensuring that lessons move at a good pace, which helps the pupils to maintain high levels of concentration. However, some of the sessions are very long for the Key Stage 1 pupils and the younger Key Stage 2 pupils, and the pupils' concentration sometimes starts to wane. There has been some effective monitoring of teaching and learning in literacy and numeracy over the past few years, and this has had a positive impact on teaching in these subjects, and has helped teachers to become more confident and adventurous. Currently Key Stage 2 pupils are taught in ability groups for numeracy, and this practice is proving to be effective because the groups are smaller, enabling

teachers to give more individual support to pupils. Teachers encourage pupils to use their literacy and numeracy skills in other subjects, but do not provide enough opportunities for pupils to use and practise their information and communication technology skills in their work across the curriculum.

18. The teaching of science is very good in Key Stage 1 and good in Key Stage 2, and has improved since the time of the last inspection. Teachers now place much more emphasis on the process of investigation and provide some exciting opportunities for pupils to find things out for themselves, but there are occasions when teachers do too much for the pupils in terms of preparing resources. Pupils are making particularly good progress in developing experimental and investigative skills, and have good levels of confidence in this aspect of their learning, but older Key Stage 2 pupils do not yet take enough responsibility for setting up their own investigations and experiments, and therefore do not attain the higher Level 5 in this aspect of their science work.
19. The quality of teaching and learning in art and design and physical education is very good in Key Stage 1 and good in Key Stage 2. In art and design, Key Stage 1 teachers provide a very good and wide range of learning opportunities which promote high standards across all elements of the National Curriculum programmes of study. In Key Stage 2, although teaching is good overall, not enough attention is paid to the three dimensional element, and pupils do not have enough opportunities to practise and extend their skills in this aspect of the art and design curriculum. The teaching of physical education is very good in Key Stage 1 and pupils enjoy taking part in a broad and wide range of activities that build on their previous learning. Originality of thought is promoted and celebrated enabling pupils to achieve high standards in their work. The teaching of physical education in Key Stage 2 is good, but is hampered by the poor accommodation which prevents teachers from teaching the full range of activities. Pupils enjoy physical education activities in Key Stage 2, but are not always fully extended because of the lack of suitable accommodation.
20. The teaching of geography and history is very good throughout the school, and enables the pupils to make good progress and to thoroughly enjoy their learning. One of the strengths of teaching is the teachers' knowledge of the local area which is very effectively used to bring pupils' learning to life. Teachers enthuse the pupils, and make them want to know and find out more about the topics they are studying. Very good coverage of the National Curriculum programmes of study enables pupils to have a wide knowledge and understanding of a range of topics.
21. The quality of teaching and learning in religious education, design and technology and information and communication technology is good in both key stages, and the teaching of music is satisfactory overall. Religious education is taught regularly and very good use is made of resources such as artefacts and video material to enliven teaching and to support pupils' learning. Pupils are given good opportunities to discuss their ideas and to consider the beliefs of others, and this is effective in supporting their spiritual and cultural development. The strength of teaching in design and technology in both key stages, is the emphasis teachers place on pupils planning their work and evaluating the outcomes in the light of their original designs. Because of this emphasis, pupils develop the capacity to be thoughtful about their work, and this enhances their learning. The teaching of information and communication technology has improved in recent years and teachers have benefited from good quality professional development which has given them increased confidence, knowledge and expertise. The subject is now well taught in both key stages although not all teachers are providing enough opportunities for pupils to use information and communication technology to support their learning across the curriculum. The teaching of music is satisfactory overall. Although pupils benefit from specialist teaching, this is not always

followed up in class, and in some classes not enough time is allocated to the subject, and some aspects are not covered in enough depth.

22. Throughout the school, teachers often make very good use of a wide range of learning resources to support their teaching and to enhance the children's learning. For example, in a Year 2 religious education lesson seen during the inspection, very good use was made of video material which introduced the pupils to the faith of Islam, and some of the customs practised by a Muslim family over a period of time. In a Year 1 science lesson, the use of musical instruments captured the pupils' attention and effectively illustrated the main teaching points, and in the Reception class, 'Freddy Fox' was very successful in maintaining high levels of attention and in monitoring behaviour.
23. A strength of teaching is the way in which teachers use questions to check pupils' understanding and to extend their thinking. By using carefully phrased questions, teachers target individual pupils, supporting the lower attainers and extending the higher attainers. Generally lessons move at a good pace, and this ensures that the pupils' attention is held and maintained. However, there are occasions when lessons are very long, especially for Key Stage 1 and younger Key Stage 2 pupils, and their attention sometimes starts to wander.
24. The teaching of pupils with special educational needs is very good in all classes and teachers are very adept at including pupils who have learning or behavioural difficulties in whole-class and group activities, whilst discreetly providing the necessary individual support. The notion of inclusion is one that is fully endorsed by all staff, and teachers are aware of pupils in their classes who need additional support, perhaps because of their home circumstances. Where possible and appropriate teachers meet the needs of these pupils very well. For example, in a Year 4 design and technology lesson where pupils were making sandwiches, the teacher bought additional bread and fillings so that pupils who were unable to bring the ingredients from home were not excluded from the task. The school currently does not identify pupils who are gifted and talented and makes no additional or separate provision for these pupils, although higher attaining pupils are well catered for in lessons.
25. The quality of pupils' learning is good overall and some very good examples were seen during the inspection where pupils were particularly enthused by the activities. Pupils throughout the school respond very well to the humour and enthusiasm of their teachers, and are keen to do their best. They work hard in lessons, and usually achieve the targets of the lesson. Most pupils take an active part in discussions, and are keen to present their own views and to listen to those of others. Pupils show good levels of independence and have a mature and responsible attitude to work. The presentation of their written work is often good when they record their work in exercise books, but pupils do not take as much pride when they complete worksheets or complete their work on loose sheets of paper. Pupils enjoy talking about their work and become quite animated when discussing their work in history, geography and religious education, subjects they greatly enjoy.
26. The quality of marking is satisfactory overall in both key stages, but could be better. Teachers provide few written comments to show pupils how they might improve their work further, or to highlight strengths in the pupils' learning. In some lessons, teachers offer good verbal feedback to pupils about their work. For example, during a Year 4 design and technology lesson where pupils were making sandwiches, ongoing discussion was very useful in helping to make progress within the lesson.

27. The practice of pupils using loose sheets and worksheets to record much of their work is unsatisfactory. Pupils take more pride in the presentation of their work when they use books, such as in science in Key Stage 2. Additionally, they are able to see at a glance how they have progressed over a period of time. Although loose sheets are bound into booklets at the end of topics, by that time, some of the sheets have started to become a little ragged. This system of organising and presenting pupils' work does not do justice to some of the good quality pieces that the pupils produce.
28. Teachers set an appropriate amount of homework for pupils throughout the school but it is mainly linked to English and mathematics and is sometimes not as interesting as it might be. Little use is made of homework in subjects such as art and design or music to enhance and extend pupils' learning.

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

29. The curriculum for the Foundation Stage children in the Reception class and the pre-school group is very good, and is a strength of the school's provision. Activities derive from the six key areas of learning, and there is a strong practical emphasis which means that the children have many very good first-hand experiences. Basic skills of literacy and numeracy are very well taught, and build on what the children already know and can do. Personal and social development is an ongoing priority, enabling the children to quickly become accustomed to the routines and expectations of the school.
30. The school provides a good curriculum for Key Stage 1 and Key Stage 2 pupils. It is broad and well balanced and an appropriate and fair amount of time is allocated to all subjects, with the exception of music where insufficient time is allocated in some classes. However, the organisation of the school day means that some lessons are very long for the Key Stage 1 pupils and the pupils in the lower part of Key Stage 2. The school meets statutory requirements in respect of religious education, and follows the Locally Agreed Syllabus. The curriculum is effectively enhanced by a good range of additional learning opportunities, such as visits, visiting speakers, and extra-curricular activities.
31. The school provides a satisfactory range of extra-curricular activities, although this is not the view of some parents who consider that there are not enough additional out of school activities. A number of clubs are held during lunchtime breaks, including the recorder groups which are run by the special educational needs support assistant. In addition there are drama, gardening, football and homework clubs. Year 6 pupils enjoy taking part in an annual residential visit to Northumberland, which has a very positive impact on the development of their personal and social skills.
32. The provision for pupils' personal, social and health education is good. Pupils are encouraged to discuss social and moral issues in class lessons, and through incidental discussions that arise during the course of the day, and these opportunities help them to gain an appreciation of the impact of their actions on others. There are both school and class councils, made up of representatives from different year groups, and these act as useful forums for pupils to present ideas for school improvement to the headteacher and staff. These suggestions are treated seriously and often result in improvements to the school, such as the refurbishment of toilet blocks. Sex education is covered through the science curriculum, and additional sessions for older Key Stage 2 pupils, and the school effectively teaches the dangers of drug abuse.

33. The provision for pupils who have special educational needs is very good, as it was at the time of the last inspection. Pupils at Stage 2 and above on the special educational needs register have good quality individual education plans which contain very specific and clearly stated targets to help the pupils to overcome their difficulties. Pupils with special educational needs are fully included in all class and whole-school activities, and make very good progress towards their targets. The special educational needs assistant provides good levels of support for pupils, both in class and on a withdrawal basis.
34. The school has developed good links with the local community, and has some very good links with industry and commerce. This is an improvement since the previous inspection. Through a member of the Governing Body, the school has forged links with a local builders' merchant. A local supermarket helps with a mathematics trail for the pupils, and the headteacher is linked with a manager from industry to enhance school management. Visitors to the school include theatre workshop companies, and their performances are greatly enjoyed by the pupils and have a positive impact on the pupils' learning.
35. Links with other educational institutions are satisfactory, and the school welcomes teacher training students from a local college. The local secondary school contributes to both science and design and technology lessons by sharing teaching staff and learning resources. Pupils are given the opportunity to visit their receiving high schools, and these opportunities help them to familiarise themselves with some of the new routines. The school has good links with other primary schools in the area.
36. The overall provision for pupils' spiritual, moral, social and cultural development is good, and has improved since the previous inspection. There are particular strengths in the school's provision for pupils' personal, social and moral development. Provision for their spiritual development is good, and provision for their cultural development is satisfactory. The school promotes very positive values and attitudes. Teachers and other adults are excellent role models.
37. Provision for spiritual development is good, and teachers make good use of incidental opportunities that arise during the course of the day. Daily assemblies play an important part in promoting spirituality, as pupils gather for collective worship and moments of personal reflection. Outside speakers are regularly invited to lead collective acts of worship, and their input makes a very significant contribution to the children's spiritual development. Pupils value these occasions and enjoy sharing and expressing their opinions. The provision for spiritual development as part of religious education and personal and social education is good, although even more could be done to promote spirituality in other subjects. During the inspection, there were frequent examples of awe and wonder, arising from the very good use of learning resources which were introduced in an exciting and theatrical way. In addition, several occasions were observed where pupils demonstrated great respect for the views and beliefs of others, such as in a Year 2 religious education lesson where the pupils listened entranced to a video about a Muslim family.
38. Pupils' moral development is effectively fostered in a wide variety of ways and the provision for this aspect of the pupils' learning is very good. Moral awareness is actively promoted through assemblies, religious education lessons, personal and social education sessions and through incidental opportunities. Pupils throughout the school make a significant contribution to the behaviour policy, and help to draw up the class rules. Pupils have regular opportunities to learn about themselves and one another, and to learn respect and tolerance. They learn to express their views with increasing confidence. The school is very successful in teaching the difference

between right and wrong, and in helping pupils to understand their responsibility for helping others. Pupils follow the accepted codes of conduct, and appreciate the need for civilised societies to live within a set of agreed rules. Older Key Stage 2 pupils have a very good wider perspective of morality. For example, they understand the impact of pollution on the environment, and the way in which environments are threatened by human greed.

39. The provision for pupils' social development is very good. The school council is influential in developing pupils' social awareness and responsibility. All pupils have access to the school council representatives, and they are encouraged to make suggestions that are subsequently discussed at council meetings. Pupils value these opportunities and cite the proposed resurfacing of the outside playground as an example of their influence. Pupils are given regular responsibilities on a rota system, which ensures that everyone gets a turn. Social awareness is also fostered on school visits and especially through the residential visit, where independent learning and research are encouraged. From an early age pupils are encouraged to take responsibility for their own actions and to consider the impact of their actions on others.
40. The provision for pupils' cultural development is satisfactory. Pupils are taught about a wide diversity of cultures through subjects such as history, geography and religious education. Pupils are interested in learning about the faiths and cultures of others, and discuss similarities and differences with interest and respect. Their learning teaches them to challenge racism and cultural elitism, and to celebrate diversity. Opportunities to promote cultural development through music are not always taken and many pupils have little first-hand experience of living in a multi-cultural society. The school has some books which promote the pupils' cultural development but more could be done to increase the range of resources and to ensure that pupils have more first-hand experiences of cultures other than their own.

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

41. This is a very caring school where pupils' well-being, health and safety are of paramount importance. Assessment procedures are good in English and mathematics, although assessment in other subjects is still in the early stages of development. The school's procedures for monitoring and promoting good behaviour are excellent.
42. The school's procedures for child protection and for ensuring the welfare, health and safety of the pupils are very good and have improved since the time of the previous inspection. There are very effective systems for safeguarding children's health and safety. Regular safety inspections are carried out, and involve the site manager. Reports are presented for the consideration of the governors who instigate appropriate action where necessary. Good first-aid arrangements are in place for dealing with accidents and illness, and pupils are very comfortable about approaching any adults in school if they have problems. There are very good arrangements for dealing with child protection issues and staff including mid-day assistants have received training. There is a consistently very high standard of pastoral care.
43. Procedures for monitoring and promoting attendance are good, and the school effectively follows up unexplained absences. Registration procedures comply with statutory requirements. Despite the school's best efforts, some parents continue to take family holidays during term time.

44. Procedures for monitoring and promoting good behaviour, and for eliminating oppressive behaviour are excellent. The school's behaviour policy was the subject of wide discussion amongst staff, parents and governors, and reflects their views. There are class rules to promote good conduct, and these are drawn up in consultation with the pupils. Good behaviour is celebrated and rewarded, through assemblies, praise in class, and stickers. Teachers act as excellent role models for the pupils and help those who misbehave to understand why their actions are wrong. Teachers' expectations of behaviour are consistently very high, and their behaviour management strategies are excellent.
45. Procedures for assessing pupils' attainment and for using the information to set targets for improvement have improved since the time of the last inspection. Procedures for assessing pupils' academic performance in English, and mathematics are good. Pupils are formally assessed using standardised tests in most year groups, as well as at the end of Year 2 and Year 6. Reading tests, other standardised tests, and ongoing assessments provide the school with a good amount of data which enables staff to effectively monitor the progress that pupils are making. Clear targets are set and pupils are provided with additional support where necessary. Very good procedures are in place to assess children's attainment when they start school.
46. The school analyses in detail the end of Year 2 and Year 6 national test and assessment results in English and mathematics and this has enabled weaknesses in learning to be identified and has provided the school with an increasingly powerful tool for setting targets for individual pupils, groups and year groups. This has played an important part in helping to raise standards in these subjects and the school is constantly refining the process so that its effectiveness improves.
47. The school is effective in the way in which it identifies differences in attainment between boys and girls and targets additional support and resources to tackle the issue. Increasingly the headteacher has started to analyse test data in relation to pupil mobility. The 2001 Year 6 cohort for example, contained one third of pupils that were not in the school in Year 2. By carrying out this level of analysis, the school is able to demonstrate the progress the original group of pupils make in comparison to those pupils that arrive at different times throughout Key Stage 2.
48. The school's procedures for assessing, tracking and monitoring the progress and attainment of Key Stage 1 and Key Stage 2 pupils in subjects other than English and mathematics are unsatisfactory. Currently no formal procedures are in place, and as a result teachers are not always aware of the levels that pupils have achieved or are working towards. This makes it especially difficult for the school to identify and provide for pupils who may be gifted or talented. The school is well aware of this and has already started to address the issue.
49. Pupils are actively involved in setting targets for their own learning and this is proving to be an effective tool in helping pupils to become more aware of the progress they make. The school has good procedures in place to assess and monitor the progress of pupils with special educational needs.

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

50. The school has developed a strong partnership with parents and there are very high levels of parental satisfaction with most areas of the school's work. Links with parents have been further strengthened since the time of the last inspection.

51. The vast majority of parents have very favourable views of the school and of the standard of education it provides. Parents appreciate the warm welcome they receive from school, and the way in which they are encouraged to approach teachers or the headteacher if they have any worries or concerns. Parents believe that the standard of behaviour in the school is good, and that the school is successful in the way in which it promotes positive values and attitudes. Although most parents are pleased with the level of information they receive, some parents would like more information about the completion of homework, and the school is pleased to respond to this request. A number of parents would like more extra-curricular activities. The school provides a satisfactory range of extra-curricular activities, most of which take place at lunchtime. The inspection findings fully support the parents' positive views of the school.
52. Regular meetings are held to keep parents informed about the curriculum, and newsletters provide good levels of information about events in the school and within the local community. Parents are kept informed of their child's progress through formal meetings with staff which take place four times during the year. End of year progress reports are of good quality and clearly identify ways in which pupils can improve their academic and personal performance. The prospectus and annual governors' report to parents are both comprehensive and informative.
53. The parents' involvement in their children's learning is satisfactory overall. Most parents support their children by helping them with their homework, and listening to them read, but a number of parents do not provide this level of support. Parents are encouraged to help in school and a number do, carrying out such tasks as listening to children read, and helping in class. During the inspection, a group of parents helped out in a Year 4 design and technology lesson, and their help was greatly appreciated and very valuable, enabling the pupils to have good levels of individual support and attention. The school has a 'Friends' Association' that has been formed since the previous inspection. This group holds social events and raises large sums of money to support the school in the purchase of items such as playground equipment.

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

54. The leadership provided by the headteacher is excellent and has been maintained at this impressive level since the time of the last inspection. She has played a significant and pivotal role in the sustained development of the school, especially in terms of improving standards and the quality of teaching and learning. She has been successful in moulding together a team of staff that works very well together and whose driving desire is to provide the best quality of education for the pupils in their care. The manner in which the headteacher tackles identified weaknesses is impressive. This can be seen in the way in which the issues identified at the time of the last inspection were addressed. The headteacher shows a determination to continue to improve the quality of education that the school provides, and very much leads by example. She is well supported by an effective deputy headteacher, a committed staff and a supportive Governing Body. Teachers, support staff, parents, governors and pupils recognise and greatly value the excellent leadership that the headteacher provides.
55. The senior management team of the school meets on a regular basis with additional meetings between the head and deputy headteacher. These occasions are used to discuss issues related to school improvement. These issues are then discussed at full staff meetings and this means that staff feel fully involved in the decision making process. Change is very well paced and managed, and all initiatives are carefully monitored and evaluated.

56. The monitoring of teaching and learning through classroom observation is good, and is an area that has developed well since the last inspection. The headteacher, the literacy and numeracy co-ordinators and the LEA advisor have carried out a number of lesson observations and have provided formal feedback to the teachers involved. The monitoring of teaching and learning in literacy and numeracy has played an important and pivotal role in helping to raise standards. The school has identified the need to extend and improve monitoring procedures to science and the foundation subjects in Key Stage 1 and Key Stage 2, and to initiate regular analysis and scrutiny of pupils' work in all subjects, so that pupils' progress and attainment can be closely monitored across the curriculum.
57. The school provides good quality opportunities for the professional development of all staff and has responded well to the national initiatives for performance management. Teaching and non-teaching staff attend training courses on a regular basis and these courses are well matched to the needs of the school and to the needs of individual staff members. The skills and knowledge that staff gain are then put to good use in the classroom and in turn bring an added dimension to pupils' learning. Examples of this are in information and communication technology, English and mathematics where improvements in teachers' knowledge, expertise and confidence have led to improvements in the quality of teaching and provision. All teaching and non-teaching staff have clear job descriptions, and this helps to ensure that everybody knows their role in the school and can make an important contribution to helping to bring to life the aims of the school that are articulated in the school prospectus.
58. The School Development Plan is a very good quality document that contains an accurate assessment of the issues that the school needs to address to improve further. A strength of the document is that it is seen as the vehicle by which standards and provision are to improve. The plan identifies time scales, costings, procedures to monitor progress, and clearly defined success criteria that are directly linked to raising standards. Another strong feature is the manner in which the staff and the Governing Body are fully involved in drawing up the priorities and the plan is seen very much as the shared vision of staff and governors.
59. The school benefits from an effective Governing Body that is successful in holding the school to account for the quality of education that it provides. The Chair of Governors plays an important role in both supporting and evaluating the work of the school. A number of other governors visit the school on a regular basis and see the school at work. These include governors with responsibility for literacy, numeracy, special educational needs, information and communication technology, religious education and personal and social education. Governors make very good use of their professional and personal skills to support and enhance the effectiveness of the school. The regular visits that governors make give them a good insight into the quality of education that the school provides. The Governing Body is kept very well informed by the headteacher. Governors are fully involved in target setting procedures and have a very good grasp of standards in the school. They play a full and active role in discussing and debating policies before they become embedded in school practice. The relationships between governors and staff are excellent and this contributes significantly to the team spirit that exists, whereby all associated with the school share a common desire to provide the best that they can for the pupils.
60. The headteacher carries out a detailed analysis of test and assessment data in English and mathematics and identifies any areas of the curriculum or any groups of pupils that may not be achieving as well as expected. The school then uses the information in an effective manner to guide future curriculum planning or to target groups of pupils for additional support. These effective strategies together with the challenging targets that

the school sets itself in literacy and numeracy contribute significantly to improving standards in the school. The school has identified the need to adopt similarly rigorous procedures for target setting and improving standards in science.

61. The school has made very good progress since the last inspection in 1997. Standards and the quality of teaching have improved significantly with a much higher incidence of very good and excellent teaching. Unsatisfactory teaching has been eradicated and teaching is now a major strength of the school. The key issues that were identified in the previous inspection report were tackled in a rigorous and systematic manner and many of the significant strengths of the school have either been maintained or improved even further. Much of this is due to the high quality of leadership provided by the headteacher. This is a school that shows no sense of complacency and the commitment and dedication shown by all who work at the school indicate that the school is particularly well placed to continue its process of development and improvement.
62. The management of special needs provision is very good and helps to ensure that pupils make the progress of which they are capable. Good quality individual education plans, well targeted support, effective links with outside agencies and the full involvement of parents are all factors that contribute to the high quality of provision for these pupils. The very effective management of support staff, funding and all other available resources help to ensure that pupils with special educational needs make similar progress to their classmates and to ensuring that they are fully involved in all areas of the curriculum and that they take a full and active part in the life of the school as a community.
63. Financial planning is of a very good standard. Specific grants received by the school are used effectively and efficiently and add to the quality of pupils' learning. At the end of the last financial year the school had a large carry forward of money but this money had been specifically ear-marked for improvements to windows, the roof and other building improvements. In addition money was and is to be used for improving classroom resources and for improvements to the playground, plans for which are already at an advanced stage. By the end of the present financial year the amount of money carried forward to the next financial year will be just under the recommended amount of five per cent of the school's total income. The day-to-day finances of the school are very well managed by the school secretary. She is very well organised and efficient in organising financial and budgetary information, ensuring that funds are correctly allocated and authorised. Appropriate use is made of information and communication technology although the school office does not yet have electronic mail facilities. The secretary is most welcoming and provides valuable and valued help to the headteacher and staff and makes an important and significant contribution to the smooth and effective running of the school.
64. The school effectively applies the principles of best value when purchasing goods and services. The school shows a good level of awareness of the need to provide good value for money. When major spending decisions are made, for example on additional computers or an increase in the level of support staff, then the school assesses the impact on pupils' learning and in turn on the improvement in standards. This is very good practice. The headteacher keeps the Governing Body fully involved in all matters relating to financial expenditure and governors on the finance committee take a full and active role in setting the budget and in monitoring spending. The school readily takes on board suggestions made by auditors to help strengthen financial procedures still further. Teaching and non-teaching staff are used in an effective manner. Support staff are used to support targeted groups or individual pupils. The teaching of numeracy in Year 3 to Year 6 is carried out in ability groups. The headteacher and a

support assistant are involved in this arrangement and this allows smaller and more focused learning groups to be formed which has had an important role to play in improving standards and enhancing pupils' learning. Good use is made of accommodation and all available learning resources to have the biggest possible impact on pupils' learning. Taking all factors into account, this is a school that is providing good value for money.

65. There are enough teachers for the number of pupils on roll, although the Year 5 class is currently staffed by a supply teacher as the school is having difficulty in recruiting a new permanent member of staff. There have been a number of staff changes in Key Stage 2 in the past six months which the school has handled extremely well ensuring that there has been no disruption to pupils' learning. The Year 6 teacher has been in post for one term only, and the Year 3 teacher is newly qualified and has only just been appointed. The school has a satisfactory number of support staff, all of whom are well qualified and very efficient in their work.
66. The school building is old but in very good condition, largely thanks to the hard work and determination of the headteacher, secretary and caretaker. Much of the inside of the building has been decorated by the headteacher and secretary, and their hard-work has resulted in a very attractive working environment for the pupils. The playground has recently been resurfaced, but still has large holes which fill up with water making it difficult to conduct outdoor games lessons. The school hall is very small and this makes it very difficult for teachers to provide the full range of physical education activities for Key Stage 2 pupils. The school has no field.
67. Learning resources are adequate in terms of both quality and quantity, and they are regularly replaced and increased. All resources are very well stored and maintained. Resources are used very well to enhance teaching and learning.

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

### **The headteacher and staff should improve the presentation and organisation of pupils' work by:-**

- reducing the number of loose sheets pupils use for recording their work;
- ensuring that loose sheets are dated, ordered and collated tidily so that pupils can easily look back over their previous work.

*(Paragraphs 25, 27, 103, 121, 131, 136, 141)*

### **The headteacher and co-ordinators should improve the systems for monitoring pupils' attainment and progress in all subjects other than English and mathematics by:-**

- making regular assessments of pupils' progress and attainment in all subjects;
- keeping records of pupils' attainment in all subjects that transfer from year to year;
- tracking pupils' progress and attainment in all subjects as the pupils move through the school;
- carrying out regular scrutiny of pupils' work to measure, monitor and track pupils' progress and attainment and to highlight strengths and weaknesses in teaching and learning.

*(paragraphs 48, 122, 132, 137, 142, 153, 158)*

### **Other minor issues which should be considered by the school:-**

- the quality of marking could be better and could give pupils more insight into how they could improve their work further;  
*(paragraphs 26, 103, 112, 136, 141)*
- homework is currently limited to mathematics and English and could be more exciting and linked to more subjects;  
*(paragraphs 28, 103, 112, 126, 131, 136, 141, 152)*
- not enough use is made of information and communication technology in all classes to support pupils' learning across the curriculum;  
*(paragraphs 17, 21, 120, 131, 136, 140, 143, 147, 152)*
- Key Stage 2 pupils need further opportunities to set up and plan their own investigations;  
*(paragraphs 18 and 118)*
- the school should continue in its efforts to improve attendance;  
*(paragraphs 14 and 43)*
- more time needs to be given to music in some classes.  
*(paragraphs 6, 9, 30, 148, 152)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	19	5			
Percentage	5	38	45	12			

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

#### Pupils on the school's roll

	Pre-school	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	6	219
Number of full-time pupils known to be eligible for free school meals	0	35

FTE means full-time equivalent.

#### Special educational needs

	Pre-school	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	69

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	19	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	18	18	18
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	94 (90)	94 (90)	97(90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	18	18	18
	Total	31	32	31
Percentage of pupils at NC level 2 or above	School	94 (90)	97 (90)	94 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	14
	Girls	16	14	20
	Total	25	24	34
Percentage of pupils at NC level 4 or above	School	68 (65)	65 (68)	92 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	13
	Girls	13	13	19
	Total	21	22	32
Percentage of pupils at NC level 4 or above	School	57 (68)	59 (68)	86 (84)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	190
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	30
Average class size	30

#### **Education support staff: YR – Year 6**

Total number of education support staff	4
Total aggregate hours worked per week	59

#### **Qualified teachers and support staff: pre-school**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	8

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	430953
Total expenditure	407237
Expenditure per pupil	2036
Balance brought forward from previous year	37587
Balance carried forward to next year	61303

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	52

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	25	8	0	0
My child is making good progress in school.	58	38	4	0	0
Behaviour in the school is good.	50	40	2	2	6
My child gets the right amount of work to do at home.	33	44	9	6	8
The teaching is good.	48	44	2	0	6
I am kept well informed about how my child is getting on.	46	31	21	0	2
I would feel comfortable about approaching the school with questions or a problem.	58	32	8	0	2
The school expects my child to work hard and achieve his or her best.	63	31	2	0	4
The school works closely with parents.	46	37	9	0	8
The school is well led and managed.	56	35	0	0	9
The school is helping my child become mature and responsible.	44	50	0	0	6
The school provides an interesting range of activities outside lessons.	11	31	31	4	23

## **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**

68. Children in the Foundation Stage are taught on a part-time basis in the pre-school group for two terms. They transfer to the Reception class on a full-time basis in the term before their fifth birthday. This means that the amount of time the children spend in the Foundation Stage overall can vary from three to five terms. The children make very good progress in the pre-school and Reception classes, and by the end of the Foundation Stage, achieve the early learning goals in each of the six areas of learning which are, personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, and creative development.
69. Assessments carried out soon after the children join the Reception class show that the children's attainment is below average when they start school, although there is some variation from year to year depending on the nature of the different cohorts of children. The children make very good progress in developing a wide range of skills, knowledge and understanding, and enjoy a very broad, well balanced and interesting range of learning experiences. Assessment is used well to plan the next stages of the children's learning and to measure their progress as they move through the Foundation Stage.
70. The teaching of children in both the pre-school and Reception classes is very good overall. The NNEB qualified teaching assistant who runs the pre-school group, and the Reception class teacher work very closely together. This ensures that the transition from the pre-school class to the Reception class is very smooth, and that the work in the Reception class builds effectively on what the children already know and can do. The staff provide a very good curriculum which successfully combines a range of teacher directed activities and those that the children organise and select themselves.

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

71. By the end of the Foundation Stage, most children achieve the early learning goals in this area of learning. The children make very good progress, especially those children whose social skills are weak when they join the pre-school group, and the younger children who sometimes lack confidence and independence.
72. Most children are very well motivated because of the enthusiastic approach of the Reception teacher and pre-school leader, and they have very positive attitudes to learning. They enjoy their work, and because of very good teaching, develop confidence in themselves as learners. They are keen to solve problems, and to make choices and decisions about their work. During the inspection, the children showed high levels of independence. They followed verbal instructions well, and quickly started their given tasks, selecting appropriate resources, and observing classroom routines.
73. The children take part in a very good range of exciting activities which successfully promote their social skills. During the day, they have opportunities to work independently, in pairs and in small groups. Most children work well together, sharing resources, and often engaging in conversation about their ongoing tasks. The children take turns well, and rarely fall out when sharing the computer, for example, or working alongside one another on a painting task. For the most part, the children are more mature than expected for their age, and many have a well developed sense of humour.

74. The Foundation Stage staff provide excellent role models for the children, and show respect and courtesy in their dealings with one another and the children. The example of the adults is a constant reminder for the children, and encourages them to be polite, kind, helpful and considerate of the needs of others. A few well chosen rules are displayed in the pre-school and Reception classrooms, and the children are aware of the need to follow the rules to ensure the well-being and safety of themselves and others. Recent work about pirates has provided some good opportunities for exploring the notion of right and wrong, and most children show a good awareness of the difference.

### **Communication, language and literacy**

75. By the end of the Foundation Stage, most children achieve the early learning goals in the communication, language and literacy area of learning. Because of very good teaching, children of all abilities make very good progress, and enjoy their language work. The Reception teacher and the pre-school leader work closely to ensure that the children enjoy a very good range of rich and varied language experiences. There is a very good combination of formal activities, such as talking about letter sounds, sharing 'Big Books', and learning how to form letters, and more creative activities, such as role play, where the children can imaginatively develop their language in a more relaxed environment.
76. Teachers and adults successfully promote spoken language throughout the course of the day, and encourage the children to talk about their work. News sessions and group discussions promote high levels of interest amongst the children, many of whom are keen to participate. Most children listen well to one another and their teachers, and process instructions and requests quickly and accurately. However, this is an aspect that staff have to work hard to develop, as when they join the Reception class, many children are more keen to speak than they are to listen.
77. By the end of the Reception year, the vast majority of children have a very good understanding of the purpose of writing as a means of communication. From an early age the children are encouraged to make marks on paper, which gradually take the shape of letters and recognisable words. Adults are very effective in the way in which they encourage the children to write, celebrating their attempts and giving them the confidence to succeed. Teachers make every effort to make writing enjoyable, and during the inspection, a very exciting lesson was observed where Reception children wrote letters to characters in a book. The children were spurred on by the promise of 'envelopes with windows' in which they could place their letters. The children are taught how to form letters correctly, and have good opportunities to practise pencil control.
78. The Foundation Stage children enjoy listening to stories, and willingly join in with well-known parts. By the end of the Reception year, many children are reading an appropriate range of simple words, and almost all have a good understanding of how books work. Good opportunities for the children to share 'Big Books' help them to learn that, in Europe, print is read from left to right and from top to bottom. Most children enjoy sharing their individual reading books, and talk at length about the pictures, drawing on them effectively for clues to words they have forgotten or those which are new to them.
79. Good use is made of computers to support the children's learning, such as during the inspection when the Reception children used a drawing program to produce pictures beginning with the letter 'b'.

## **Mathematical development**

80. The children make very good progress in acquiring and developing a range of mathematical skills, and by the end of the Foundation Stage, most children attain the early learning goals in this area of learning. Daily activities, such as counting the number of children in the class, or sorting out the date and day for the class weather charts, successfully reinforce the children's understanding of the order of number, and the sequence of days in the week. The teaching is very good in both the pre-school and Reception class, and teachers provide a very good range of learning experiences, and achieve a very good balance between activities which promote independent learning through problem-solving, and those which are skilfully led and directed by the teacher.
81. By the end of the Foundation Stage, most children count confidently up to ten and beyond, and accurately write the numbers one to nine. They add and subtract single digit numbers with good levels of confidence, and relate addition to the idea of combining two groups of objects. In an activity seen during the inspection, higher attaining Reception children had immediate recognition of the number represented by the pattern of spots on dice. Most children talk confidently about numbers being larger or smaller than other numbers, and accurately order given numbers. Whole class lessons which focus on mathematical development often start with number rhymes and songs which remind the children of the order of numbers, and help them to count forwards and backwards in ones.
82. Most children have a secure knowledge of shapes and recognise and name common shapes such as triangles, squares, rectangles and circles. Some of the highest attaining children quickly see two dimensional shapes in three dimensional models. For example, they recognise a triangular shape on a triangular prism. The children know some of the properties of two dimensional shapes. For example, they know that a square has four sides and four corners. Most children describe the shapes they use in relation to size, identifying those that are bigger or smaller.

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

83. By the end of the Foundation Stage, most children have a secure knowledge and understanding of the world in which they live. Staff work hard to develop this aspect of the children's learning, and recognise that not all children have a great deal of experience beyond their own homes. The teaching is very good, and there are many exciting opportunities for the children to learn and find out about their local environment, the past, and the world around them. A strength of teaching is the way in which teachers ask probing and open-ended questions which really make the children think, and use and apply their previous learning. The children make very good progress in this area of their learning.
84. The children learn about the seasons of the year, and have considered the features of the different seasons, such as the weather, and the lifestyles of animals. Through their work related to animals, they have learned that pets and jungle animals, for example, have very different habitats and eating patterns. Current work about pirates has developed the children's understanding of islands, and their appreciation of places that are far away. Most children know where they live, and the highest attainers give detailed, if not always entirely accurate, information about how to get from home to school. The children have a satisfactory understanding of their place within their family, but are not always clear about their position when there are several older and younger siblings. Although most children talk confidently about aunts and uncles, they do not yet have an appreciation of the relationship of these relatives to their parents.

85. The pre-school and Reception children have regular access to computers, and use a number of programs with good levels of independence. For example, during the inspection, Reception children used the computer to draw objects. They confidently used the menu to select different colours and drawing implements, and knew how to edit their work. Their mouse control was good. Most children have a good understanding of technology in their homes, such as televisions, telephones and CD players.
86. Religious education is taught regularly in the Reception class, and the children enjoy listening to well-known stories about Biblical characters. The children follow the teacher's example well, and during the inspection, showed good levels of respect when they were told that the Bible is a special book. The children's learning is enlivened by role play, such as when they enact the story of the 'Good Samaritan', and this practical involvement helps them to understand and remember what they have learned.

### **Physical development**

87. By the end of the Foundation Stage, the vast majority of children attain the early learning goals in the area of physical development. Teaching is very good, enabling the children to make very good progress. The staff in the Reception and pre-school classes provide some very good opportunities for the children to move in different ways, and the designated play area for the pre-school and Reception children provides a safe and secure learning environment. The Reception children join with the Key Stage 1 and Key Stage 2 pupils on the playground during playtime, and although this is a somewhat boisterous and noisy environment, the children really enjoy this opportunity to mix with the older pupils, all of whom take great care not to accidentally hurt them.
88. Good opportunities are provided for the children to develop climbing, running, jumping, hopping and skipping skills, both inside and outside. The children are very confident in the way in which they move around the classroom, and show a good awareness of space and position. Their manipulative skills are at the expected level. Staff provide good opportunities for the children to develop pencil control through activities such as 'dot to dot' pictures and tracing patterns, and most children accurately form letters and numbers with control and accuracy by the end of the Reception year. A few children show very good levels of dexterity when they use small paint brushes and construction equipment, and are very precise and controlled in their movements.

### **Creative development**

89. By the end of the Foundation Stage, most children attain the early learning goals in this area of learning. The children make good progress from a low starting point, and acquire an appropriately broad range of skills, knowledge and understanding. Staff provide a good range of daily opportunities for the children to paint, draw, sing and take part in role play activities, and ensure that there is a good mix of adult led tasks, and those which the children choose themselves.
90. The children make frequent use of paint, and explore the colours and textures with interest. Most children recognise and name the most commonly used primary and secondary colours, and the highest attaining Reception children express their preferences and dislikes. During the inspection, the children produced attractive pictures of pirates and pirate ships, using paints, collage materials and pastels. They were keen to point out the favourite parts of their pictures, and to talk about the colours

and shapes they had used. The children are developing satisfactory scissor control, and confidently use glue and sticky tape.

91. By the end of the Foundation Stage, the children know a wide variety of songs and rhymes, many of which reinforce their mathematical learning, or help them to articulate words and sounds clearly. The children confidently and enthusiastically join in with counting songs such as 'How many buns in the baker's shop?' and perform the actions at appropriate times to reinforce key words. When using musical instruments, a few of the children show a good sense of rhythm and keep a steady beat when accompanying favourite nursery rhymes such as 'Baa, Baa Black Sheep', and 'Twinkle, Twinkle, Little Star'. Many of the children know the names of instruments they use regularly such as tambourines, drums and triangles, and by the end of the Foundation stage are beginning to associate the instruments with the sounds they make.
92. The children have particularly good imaginations, which were evident during the inspection when the Reception children enacted some of the Pirate story they had been reading as a class. Using a good selection of props that had been provided by the teacher, the children took on the roles of 'fierce pirates looking for gold'. They altered their voices to represent the characters they were playing, and some of the most imaginative children changed the way in which they moved.

## **ENGLISH**

93. The attainment of pupils in the 2001 national tests for seven year olds is well above the national average for reading and writing. When compared to similar schools, standards are also well above average. Over the past few years standards have risen steadily at the end of Key Stage 1. The percentage of pupils attaining the higher Level 3 is well above the national average for reading and is similar to the national figure for writing. On the basis of the 2001 national test results for eleven year olds, pupils' attainment is below the national average. The percentage of pupils attaining both the expected Level 4, and the higher Level 5, is well below the national figure. In comparison with similar schools, the pupils' performance is average. Standards have been consistently below average for the past four years, except for 1999 when standards were average.
94. Although it appears from the end of key stage test results that there is a dip in pupils' progress between the end of Key Stage 1 and the end of Key Stage 2, this is not the case. There are unusually high levels of pupil mobility in Key Stage 2, which have been carefully tracked by the school. This mobility has a detrimental impact on standards, especially when pupils join and leave the school close to the time of the national tests. Careful analysis of the test results reveals that those pupils who have been in school since the end of Key Stage 1 attain high standards, achieve well and make good progress.
95. At the time of the last inspection, standards in English were in line with national expectations at the end of Key Stage 1 and below expectations at the end of Key Stage 2. Since that time, standards have steadily improved in both key stages. The current inspection findings indicate that pupils' attainment at the end of Key Stage 1 is above national expectations, and that pupils at the end of Key Stage 2 are on course to attain standards that are in line with national expectations. Reading, speaking and listening are strengths throughout the school. Writing is above national expectations at the end of Key Stage 1, and although satisfactory at the end of Key Stage 2, standards could be even higher. The good rate of improvement since the last inspection is mainly

due to the efforts of the subject co-ordinator and all of the staff, and the effective implementation of the National Literacy Strategy. Other improvements since the last inspection include regular assessments and analysis of results, the recording and tracking of pupils' progress, the use of targets for groups and individuals, and staff training.

96. Speaking and listening skills are above national expectations by the end of Key Stage 1. Pupils answer questions clearly and read aloud with confidence. For example, in a lesson about 'making a sandwich', pupils confidently and enthusiastically discussed a range of instructions and then placed them in the most appropriate order. In the end of session discussions, pupils express their views clearly and share what they have learned. During the inspection, a good example of this was seen when pupils shared their favourite parts of a poem they had read.
97. Pupils of all abilities continue to make good progress in speaking and listening as they move through Key Stage 2, and attain standards that are above national expectations by the end of the key stage. Most pupils are confident and articulate speakers who express their thoughts and opinions clearly and concisely. For example, in a Year 6 religious education lesson seen during the inspection, pupils shared ideas and gave thoughtful contributions when discussing the five key beliefs of Buddhists and relating them to their own experience. Pupils listen carefully to their teachers and classmates, and value the opinions of others, sometimes offering advice or suggestions for improvement. The only weakness in speaking in Key Stage 2, is the pupils' lack of subject specific vocabulary in science, which prevents some pupils from expressing their ideas clearly.
98. Standards of reading are above national expectations at the end of both key stages. In Key Stage 1, pupils develop good levels of fluency and accuracy, and benefit from regular practice in school and at home. Very good opportunities for pupils to share 'Big Books' in class literacy lessons enhance pupils' understanding of reading, and give them the opportunity to develop skills of expression. Pupils have good recall of stories they have read, and show increasing understanding in their reading. The higher attaining pupils read aloud with confidence and expression, and pupils of all abilities use a good range of strategies to decode unfamiliar or complex words. Pupils have a good understanding of the difference between fiction and non-fiction books, and know that information is conveyed in many different ways. For example, when reading a book about rainforests, pupils effectively used the index to find specific information about birds. Pupils' progress in reading is carefully monitored in Key Stage 1, enabling problems to be identified and quickly addressed.
99. As they move through Key Stage 2, pupils make good progress in extending their knowledge and understanding of the reading process, and by the end of the key stage attain standards that are above national expectations in this aspect of their work. Key Stage 2 pupils read a variety of texts for a range of purposes. They show a good understanding of significant ideas, themes and events, and are keen to talk about the main characters they have encountered in fiction books. Most pupils have a good understanding of the ways in which writing is organised, and some of the strategies that are used by authors to engage the reader, and to create a particular atmosphere. This was obvious in a Year 3 lesson seen during the inspection, where pupils were able to identify ways that the author had built up a feeling of excitement and tension in the book the 'Fantastic Mr Fox'. By the age of eleven, most pupils are reading a wide range of appropriate literature and have a good knowledge of different styles of writing. The school library is well stocked and the non-fiction books are Dewey coded. All classes have a generous range of books to support their reading in the literacy hour.

Most pupils use the school library well and are encouraged to take reading books home to read to their parents.

100. Standards of writing are above average at the end of Key Stage 1. Pupils of all abilities make good progress in their written work. They use punctuation well and are confident when connecting their ideas into sentences. Teachers place great emphasis on the different forms of writing, and pupils are familiar with and understand a wide range of genres, including stories, letters, news and factual accounts. Pupils are able to use writing well to support their work in other subjects, such as in a Year 1 class, where they have written instructions on how to make a model dog, but do not always have enough opportunities to do so.
101. Standards of writing at the end of Key Stage 2 are in line with national expectations, but not enough pupils are currently attaining the higher Level 5 in the end of key stage tests. Pupils write for a range of purposes and are successfully learning about the use of paragraphs and other ways of ordering and structuring their work. Pupils are helped tremendously by the guided writing sessions in the literacy hour, where good teaching helps them to organise their ideas, and to focus on the sequencing of events. Pupils make good progress in their writing because of the way in which teachers systematically build upon and extend their skills, and because tasks are challenging and interesting for pupils of all abilities. During the inspection, a good example of writing from another's viewpoint was seen in a Year 6 class where pupils were studying excerpts from Ann Frank's Diary. Pupils are encouraged to evaluate writing styles and methods and to use their imaginations when writing. Spelling, handwriting and sentence structure are satisfactory. The school has identified handwriting as a focus for development and is aware that not all pupils are consistently writing in pen in subjects other than English, nor are they consistently using joined script. Some opportunities are provided for pupils to write extended pieces, but this is an area of relative weakness in pupils' writing. More opportunities are needed for pupils to practise producing extended pieces within set time scales.
102. Pupils throughout the school make effective use of computers to support their learning in English, and older Key Stage 2 pupils especially appreciate the capacity of computers for editing and drafting written work. During the inspection several examples were seen of pupils using computers, such as in Year 5 where pupils were writing poems, and in Year 2 where pupils were typing instructions. In Year 4, pupils made particularly good use of information and communication technology when they wrote a play script and used a digital camera to record the dramatisation of their plays.
103. The quality of teaching and learning is good overall in both key stages, and some very good teaching was observed during the inspection. Teachers use effective strategies for teaching literacy throughout the school, and work is appropriately challenging and interesting for pupils of all ages and abilities. Teachers have high expectations of both behaviour and academic achievement, and have a good subject knowledge which enables them to present lessons in a confident and enthusiastic manner. Teachers use questions skilfully to challenge pupils in their thinking and to move them forward. They are skilful in the way in which they manage and control the pupils, and this means that lessons proceed at a good pace with little interruption. Pupils are encouraged to take an active part in all lessons, and they are keen to do so. Pupils throughout the school work hard, but the presentation and organisation of their written work is not as good as it could be. The use of loose sheets of paper makes it difficult for pupils to track their own progress, and pupils do not take as much pride in their handwriting when they use paper as when they complete work in books. The marking of pupils' work is satisfactory, but inconsistent across the school. There are some good examples of marking with constructive comments to help pupils to improve their work, but in some

classes, there are few comments and some work is unmarked. Teachers generally share the aims of the lesson with the pupils, and discussion at the end of lessons about whether the aims have been achieved is useful in helping pupils to evaluate their learning. Reading is taught particularly well throughout the school, and pupils benefit from additional support and practice at lunchtimes, provided by a number of volunteer helpers. The school reading diaries are well used by teachers and parents, and contribute significantly to the good progress pupils make. Homework is used to reinforce pupils' learning in some classes, but is not set consistently across the school.

104. The recently appointed co-ordinator for English provides good support for colleagues and has a clear idea about how the subject can be developed further. A good number of training opportunities are arranged for staff in many aspects of the subject, and these ensure that teachers have good levels of subject knowledge and confidence in their teaching. Procedures for assessing pupils' attainment, and for recording progress are good. There are many initiatives that have been established to support pupils in their literacy work, including Additional Literacy Support and booster classes. Teachers' medium and long term plans are monitored regularly, but there is currently no direct monitoring of teaching or the scrutiny of pupils' work. The provision for pupils' spiritual, moral, social and cultural development is enhanced by the contribution from English lessons. Many opportunities are given for pupils to reflect and there are many examples of literature from other cultures. There is good provision for equality of access and opportunity.

## **MATHEMATICS**

105. The results of the 2001 National Curriculum tests at the end of Year 6 show that pupils' attainment in mathematics is below the national average and is average in comparison with similar schools. Test results in the same year for pupils in Year 2 show attainment to be above average and well above average when compared to similar schools. Test results over the years present a similar picture. The statistics suggest that there is a fall in standards between Years 2 and 6. This is not the case. There are unusually high levels of pupil mobility, especially during Key Stage 2 which adversely affect the test results. For example, the 2001 Year 6 group contained 33% of pupils that joined the school during Key Stage 2. In addition there are a fluctuating number of pupils in different year groups that have special educational needs, and this impacts on the overall attainment of the cohort. Inspection findings indicate that attainment at the end of Year 2 is above national expectations, and in line with national expectations at the end of Year 6. Standards have improved overall since the time of the last inspection.
106. Given the low starting point of many pupils when they start school, pupils of all abilities are achieving well and make good progress in their learning as they move through the school. This is as a result of the consistently good quality of teaching. The school has implemented the National Numeracy Strategy very effectively, and this is having an increasingly positive impact on pupils' learning and attainment. The school has good procedures in place to assess and track pupils' attainment and progress. This is particularly important because of the high levels of pupil mobility, and enables the school to track and compare the progress and attainment of pupils who have spent all of their educational lives in the school, with those that have joined at a later date. Targets are set for individual pupils, groups of pupils and year groups. Comparisons are made between the attainment levels of boys and girls. All of this information is used effectively to provide well-targeted additional support which impacts most positively on how well pupils achieve. The school is always ready to try new initiatives to advance pupils' learning and has, for example, taught pupils in Key Stage 2 in ability groups. This has proved successful because it has enabled tasks to be more closely

matched to the individual needs of the pupils. All of these factors have made a significant contribution to pupils' learning, and have resulted in a trend of improvement over the last four years in both key stages. The school recognises that for this trend of improvement to continue, pupils will need to be consistently provided with tasks that allow them to put their mathematical skills to the test in challenging problem solving and investigative activities.

107. Pupils' attainment at the end of Key Stage 1 is above national expectations overall, and there are particular strengths in their number work. By the end of Year 2 many pupils have a good knowledge of place value with the higher attainers confidently handling larger numbers. Pupils are confident and effective at recalling addition, subtraction and multiplication facts, and these skills are being developed well as part of the mental agility sessions that form a part of all lessons. Pupils make good progress in their mental agility because they are expected to examine different strategies to solve calculations and problems. These are then shared with classmates, and as a result all of the pupils benefit. Pupils have a good knowledge and understanding of shapes. They recognise and name many two and three-dimensional shapes, and define their properties. A relative weakness is that pupils are not consistently able to accurately draw and measure straight lines, or to accurately draw shapes. This is partly because these weaknesses are not always picked up by teachers when work is marked, with the result that pupils continue to make the same mistakes. Pupils draw graphs and interpret the data well. They have an appropriate mathematical vocabulary which they use effectively to explain their work. Some good opportunities are provided for pupils to use computers to support their work in mathematics. The tasks that are set are often challenging and really extend pupils' thinking.
108. By the end of Year 6, pupils' attainment is in line with national expectations. Pupils make good strides in their learning as they move through Key Stage 2. The good quality teaching and good curriculum coverage ensure that pupils of all abilities make good progress. Pupils with special educational needs are well supported, and tasks consistently provide sustained and demanding challenges for the higher attaining pupils. The positive impact of the National Numeracy Strategy helps to ensure that standards are continuing to rise. The school has adopted the policy of teaching pupils in ability groups for mathematics. The headteacher is involved in this arrangement, and this means that smaller teaching groups can be formed. There is flexibility within the process so that pupils can move between groups depending on their improving attainment, and the system is working well.
109. Many opportunities are provided for pupils in Key Stage 2 to develop their mental arithmetic skills through a wide range of mental tasks. Teachers ensure that the tasks are completed at speed, and pupils are asked to consider the different ways they might arrive at the correct answers. This helps most pupils to attain average standards by the end of the key stage, with the higher attaining pupils achieving beyond this level, with quick fire answers to quite complex problems. Some pupils have difficulty in using their mathematical knowledge and skills to solve problems. The school recognises that this is a relative weakness of some pupils' learning, and teachers carefully teach the necessary problem solving skills, such as helping pupils to decode word problems, and to choose the most appropriate mathematical operation. Pupils' knowledge of place value is secure, and most pupils have a satisfactory understanding of fractions and percentages. Pupils' knowledge and understanding of data handling, interpretation of data, probability, shape and measures are at a satisfactory level, although there are weaknesses in pupils' ability to accurately draw and measure angles.

110. The quality of teaching and learning is good at both key stages, and during the inspection, some very good teaching was observed. Throughout the school the structure of the lesson reflects the recommendations of the National Numeracy Strategy, and includes a whole class mental activity, group work and a summary session. This is working very well for all ability groups. The opening sessions are often challenging, brisk, and are thoroughly enjoyed by the pupils. Pupils in both key stages are keen and eager to complete calculations quickly and accurately, and are only too willing to share with the rest of the class how they arrived at their answer. Pupils throughout the school have very positive attitudes to learning. They work well together and show high levels of concentration and motivation. Behaviour is frequently of a high standard, and pupils enjoy their learning. All of these factors help to create a very effective ethos for learning, which together with the consistently good quality of teaching form a powerful combination which ensures that pupils make good progress. Throughout the school, teachers use incisive questioning that really encourages the pupils to think in a mathematical manner. The teachers skilfully adapt the level of questioning to suit the individual needs of pupils and this means that all pupils take a full and active part in the lesson. Learning is further enhanced by the sharing of learning objectives at the start of a lesson. Pupils often write these in their books to remind them of the focus of the lesson, and at the end of a lesson, evaluate their learning in terms of the extent to which the objectives have been achieved. A great strength of the teaching is that this information is then used to amend or enhance future activities that have been planned.
111. Where the teaching and learning is very good, teachers' expectations are extremely high. Pupils are asked to use their mathematical skills in a meaningful and productive manner. The constant setting of time deadlines keeps the pupils highly motivated, and helps to ensure that the lessons move along at a very brisk pace. In these lessons, pupils' learning is often rapid. For example, during the inspection, Key Stage 2 pupils were directly taught how to draw shapes accurately, and the strategies for calculating perimeters. By the end of the lesson pupils were completing the tasks far more confidently and accurately than at the start, and a great deal of new learning had taken place. In a lesson for older Key Stage 2 pupils, the skills that were tested in the mental opening session were then put to good use in a problem solving activity. The link was not lost on the pupils who could clearly see how their skills could be used in a practical and meaningful manner to solve everyday problems. High expectations, high quality relationships, excellent management of pupils and good subject knowledge are features of many lessons with the teachers appearing to get as much enjoyment out of the lessons as the pupils.
112. Many pupils take pride in how they present their work in their books. However, the school operates a system whereby work is often completed on worksheets. The weakness is that these sheets are not bound together, and are not always dated. Pupils do not always take enough pride in the presentation of their work on worksheets, and it is difficult to accurately track pupils' progress when the sheets are not properly organised and ordered. There are some good examples of pupils' work being marked in a constructive manner, with comments which show pupils how to improve their work further. However, this good practice is not consistent across the school and marking is sometimes cursory, with poorly presented work going unchecked. Not enough use is made of homework tasks to further advance pupils' learning. Good use is made of computers to support and to extend pupils' learning, and during the inspection, good examples were seen of pupils' numeracy skills being put to good use in subjects such as science and design and technology.
113. The subject is effectively led. The co-ordinator has a very good grasp of the strengths of the subject and the areas for development. Numerous opportunities have been

provided for lesson observations. Many of the observations are formally recorded and targets for improvement set if applicable. These targets then form the focus for the next observation. The co-ordinator monitors teachers' planning on a regular basis and although pupils' work has been scrutinised, the school has rightly identified that this needs to be carried out on a more regular basis to have an even greater impact on raising standards. Good procedures are in place to assess pupils' attainment and progress and a simple but effective recording sheet is used to collate pupils' attainment as they move through the school. The school carries out a detailed analysis of test and assessment data and uses this information well to set targets for different year groups. This emphasis that the school places on assessing, tracking and target setting has played a pivotal role in the improvement in standards. Resources for the subject are good enabling effective teaching and learning. Good use is made of support staff and they make a valuable and valued contribution to the quality of pupils' learning. The readiness of all who work at the school to reflect critically on how they teach in order to improve, together with a shared determination to raise standards indicates that the school is particularly well placed to continue to improve standards and provision in mathematics.

## **SCIENCE**

114. By the end of Year 2, pupils' attainment in science on the basis of the end of Key Stage 1 teacher assessments is above national expectations. At the age of eleven, pupils' attainment is above the national average on the basis of the 2001 national tests, and well above average in comparison with similar schools. The inspection findings indicate that standards are above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. The slight variation between the inspection findings and the test results at the end of Key Stage 2 is because the inspection findings encompass a wider range of evidence, including investigative and experimental skills, and this is an aspect of pupils' learning where more pupils could attain the higher Level 5 than is the case currently. There are also some weaknesses in pupils' understanding and knowledge of aspects of physical processes, in particular, those relating to the earth and beyond. Standards have improved overall since the time of the last inspection.
115. Overall, pupils of all ages and abilities make good progress as they move through the school. This progress is masked in Key Stage 2 by the unusually high levels of pupil mobility, which adversely affect the test results, and suggest that standards are actually dropping between the end of Key Stage 1 and Key Stage 2, which is not the case.
116. By the end of Key Stage 1, pupils' investigative skills are above the expected level. Most pupils observe carefully, and have a suitably broad, but not extensive, scientific vocabulary which they use well to express their ideas and findings. Pupils record their work in a variety of ways, using tables, charts and diagrams. Most pupils make sensible predictions that are based on their previous learning, and a good proportion of pupils have a secure understanding of the notion of a fair test. Very few pupils are working at the lower levels in this aspects of their science work, and pupils of all abilities benefit from the many very good practical opportunities to practise and extend their investigative skills. Without exception, pupils are highly motivated and enjoy the practical aspects of their learning in science.
117. Pupils' scientific knowledge at the end of Key Stage 1 is above the expected level. Pupils have a good recall of what they have learned, and good teaching helps them to gain a good understanding of a wide range of scientific concepts. Through their study

of life processes, pupils have learned that all living things have certain basic requirements for healthy growth, and that all living things have a life cycle. Pupils are very clear about how living things change as they age, and the learning of Year 1 pupils was significantly enhanced when they 'examined' a real baby, and considered the changes from birth to old age. Key Stage 1 pupils have a good knowledge of the properties of a range of materials, and have considered how some materials can be changed permanently, through burning for example, and how others can be changed on a temporary basis, such as melting ice. Teachers provide very good opportunities for discussion which encourage pupils to use a good range of vocabulary to describe the essential features of materials such as wood, glass, metal and plastic, and understand that their commercial use is often determined by their intrinsic properties. Pupils' knowledge of electricity is secure, and most pupils understand that circuits must be complete if they are to work. Although pupils cover aspects of sound and light, their knowledge of these aspects is a little shaky, especially when they are explaining the way in which sound travels. Pupils have a good knowledge and understanding of forces, in terms of pushes and pulls, and the highest attaining pupils explain that force can alter the shape of objects, such as when a cardboard carton is squashed.

118. By the end of Key Stage 2, although the vast majority of pupils confidently and successfully carry out a wide range of experiments, very few pupils are able to organise independent investigations where they decide what they want to find out, plan the investigation and select the appropriate resources. This is mainly because of lack of opportunity. Despite the teachers' best efforts, pupils' scientific vocabulary is sometimes limited and this makes it difficult for them to explain their ideas when they are carrying out experiments. For example, during the inspection, Year 6 pupils who were carrying out an experiment into how dirty water might be cleaned, had difficulty explaining the sieving process in terms of separating liquids from solids. Pupils record their investigative work in a given format, which ensures that the main points of the experiment are covered, such as the purpose, the prediction, the outcome and the conclusion, but do not use a sufficiently wide range of recording methods. Since the last inspection, the pupils have made great strides in developing their investigative and experimental skills, but even more needs to be done if pupils are to attain the higher levels in this aspect of their work.
119. By the end of Key Stage 2, pupils have a good knowledge of many aspects of the science curriculum. They understand the needs of living things, and draw generalisations when comparing the lifestyles and habitats of different types of living things, such as humans, plants and animals. Older pupils appropriately describe the food-chain, and know and describe the roles of the 'consumer', 'predator' and 'prey'. Their understanding of the impact of exercise and drugs on the body is good, and this work effectively supports their personal, social and health education. Pupils' knowledge of materials and their properties is secure, although because of a lack of scientific vocabulary, pupils sometimes do not explain their ideas very clearly. Pupils understand that materials can be classified as liquids, gases and solids, and that changes can be made to some materials, such as water, which will demonstrate all of these states. Pupils' investigative work gives them good opportunities to separate liquids from solids, but few pupils have a secure grasp of the notion of evaporation. As part of their work linked to electricity, pupils have found out which materials make the best insulators and which make the most effective conductors. Pupils' knowledge of aspects of physical processes, in particular sound and light, and electricity, is very secure, as these are topics that are regularly revisited as pupils progress through the school. However, the pupils' knowledge of the earth and beyond is very shaky because this topic is not taught on a sufficiently regular basis during the key stage. Most pupils have great difficulty in explaining the relationship between the sun, moon and the earth, or in explaining why night and day occur.

120. Currently only limited use is made of information and communication technology to support pupils' learning in science, and this is an area the school has identified for development. Key Stage 2 pupils make some use of computers for research and for compiling line and block graphs to represent their findings. During the inspection, some very good use was made of information and communication technology in a Year 6 class. The teacher very effectively used the 'interactive whiteboard' to demonstrate to pupils how some liquids and solids combined to make solutions, and how solids and liquids could be separated through filtering and sieving. This particular activity really appealed to the pupils, as the graphics were very entertaining, and the pupils could be involved in setting the visual processes in operation.
121. The quality of teaching and learning in science is very good in Key Stage 1 and good in Key Stage 2, and has improved since the last inspection. Much more emphasis is now placed on the investigational and experimental elements of science, with the result that pupils have made very good progress in developing investigative skills over the past few years. However, still more needs to be done if pupils at the end of Key Stage 2 are to achieve the higher Level 5 in this aspect of their work. Lessons are very well planned and paced, although some are very long. Lessons are often conducted with a sense of 'theatre', which captures the pupils' imaginations and makes them keen to learn. For example, in a Year 1 lesson seen during the inspection, pupils came into the lesson after lunch to find a covered selection of objects on the floor. There were high levels of interest and discussion about what might be hidden, and when the cover was finally removed, a collective sigh of wonder at the sight of a wide variety of musical instruments. Resources are used well to support teaching and learning, but in many cases, especially in Key Stage 2, these are prepared in advance by the teachers, and this prevents pupils from developing their investigative skills by selecting them themselves. Good opportunities are provided for pupils to practise literacy and numeracy skills, although at times the overuse of worksheets, especially in Key Stage 1, constrains the opportunities for pupils to write freely about what they have observed and found out. Pupils of all ages respond well in science lessons, and are keen to take a full and active part. They work hard and produce good amounts of written work, although they do not always take enough pride in their work when working on loose sheets of paper. In practical activities there are excellent levels of co-operation as pupils work together, sharing ideas and resources. Pupils' behaviour is invariably very good, and the way in which teachers manage pupils, by motivating them through rewards, praise and encouragement is excellent, and helps them to develop confidence in their learning.
122. The subject is well led by the co-ordinator. He provides good support and advice for colleagues and has a good general overview of the way in which the subject is taught in both key stages. He has not had any opportunity, until very recently, to monitor pupils' attainment and progress through classroom observation or the scrutiny of pupils' work, and this is a proposed area of development within the school. The co-ordinator recognises that currently there is some repetition in the curriculum, arising from changes in staff, and the change from the school scheme of work to the nationally produced subject guidelines. He has recently introduced a system of half termly assessments, which should provide more information about pupils' progress and attainment as they move through the school.

## ART AND DESIGN

123. Standards in art and design are above national expectations at the end of Key Stage 1. By the end of Key Stage 2, pupils' overall attainment is in line with national expectations, and pupils attain good standards in some elements of their work. Pupils of all abilities, including those with special educational needs, are making good progress. The differences in attainment between Year 2 and Year 6 pupils are the result of high levels of pupil mobility in Key Stage 2, and the fact that opportunities for Key Stage 2 pupils to work in three dimensions are limited. The standards and provision are broadly similar to what they were at the time of the last inspection.
124. In Year 1 and Year 2, the pupils demonstrate good art and design skills, and use a wide range of materials and techniques when creating their artwork. Pupils are provided with lots of good quality opportunities to explore and use a wide variety of media and techniques. They experiment with colour mixing and produce the desired effect with little prompting or guidance from staff. Through their work relating to 'seasons', 'buildings', and 'portraits', pupils have the opportunity to experiment with colour, line and tone, and their finished products often show good levels of creativity and originality. When producing self-portraits the pupils show a good level of observational skill. Their work on 'favourite sports' shows that the pupils have a good understanding of how to produce movement within pictures. The emphasis that the teachers place on the use of a wide range of different materials, alongside the systematic development of skills, produces an enthusiastic response from the pupils. Pupils' work often reflects good attention to detail, and pupils are always ready to be original in their work, knowing that their efforts will be appreciated and valued. Pupils have a very good attitude to art and design and clearly enjoy the subject. They take a pride in their work and are always ready to discuss what they have achieved.
125. Pupils continue to build up their artistic skills and knowledge as they move through Key Stage 2. Pupils create pictures depicting different stages of movement using a variety of materials. The finished products are of a satisfactory standard. Pupils show a satisfactory level of understanding of terminology such as perspective. Observational art is often of a good standard and the school makes good use of the local environment for pupils to practise observing and drawing buildings. The pupils are provided with a good range of opportunities to work with different media, including paint, pencil, crayons and oil pastels. They have a satisfactory knowledge of the work of famous artists such as Picasso, Monet, and Van Gogh, and the higher attaining pupils have the ability to use some of the techniques of famous artists in their own work. This was evident in a Year 3 class where pupils produced good examples of artwork in the style of Kandinsky. Good opportunities are provided for pupils to utilise their skills in other areas of the curriculum. In Year 4, for example, pupils make pots as part of their project on Ancient Greece. In literacy, pupils have produced pop-up books following their work on 'The Iron Man', by Ted Hughes. In some classes, pupils are encouraged to use sketch books, but they are not used enough by pupils to practise new techniques or skills, or for preparatory work. Pupils use information and communication technology well to support their learning in art and design. They use a range of different programs that emphasise how effectively computers can be used to add to artistic interpretation as well as carrying out research topics on famous artists. In a very good example in Year 4, pupils used a digital camera to bring to life a play script that they had written. This not only developed pupils' artistic skills in an imaginative and inventive manner but it also considerably enhanced their literacy skills. The weakness in pupils' attainment in Key Stage 2, is that pupils do not have enough opportunities to work in three dimensions. For example, they have little experience of making sculptures, or of using clay, 'mod roc', or natural objects to produce three dimensional models.

126. The quality of teaching and learning is very good in Key Stage 1, where pupils have a very good range of learning opportunities, and good in Key Stage 2, where not enough opportunities are currently provided for pupils to work in three dimensions. Teachers are very effective in the way that they ensure that specific skills are taught alongside the development of artistic knowledge. The teachers' own subject knowledge is often reflected in the clear teaching of these skills and techniques that effectively develop the pupils' knowledge of art and design. These factors were very evident in a very good lesson for Year 6 pupils where the teacher outlined her expectations as well as a precise outline of the skills needed to produce pictures simulating movement. The attentive nature of the pupils together with precision teaching resulted in the objectives of the lesson being fully met and the pupils thoroughly enjoying themselves. In a good lesson in Year 3 the teacher skilfully drew pupils' attention to the work of Kandinsky before asking them to use his style, but to put their own interpretation on it. The task and the teaching enthused the pupils who responded by producing work of a good and original standard. Teachers in both key stages celebrate creativity and encourage pupils to be original in their work. This means that although the stimulus is often the same, the outcomes are usually very different. Discussion with pupils shows that they thoroughly enjoy taking part in art and design lessons. Older pupils recognise that art can be used to convey a wide range of feelings and emotions. Pupils of all ages and abilities show high levels of concentration when working, are always ready to help one another and show a willingness to take on board constructive criticism to help them improve their work. These very positive attitudes help to create an effective working and learning environment where the views and work of pupils are valued and respected. There have only been limited visits to art galleries or of visiting artists or craftspeople to the school. The school recognises that this is an area of school life that could be improved to bring an added dimension to pupils' learning as well as adding to their spiritual and cultural development. Currently little use is made of homework to support and extend pupils' learning in either key stage.
127. The policy statement and planning to support teaching and learning in the subject are of a good standard and, if rigorously followed, will ensure that all elements of the subject are taught in sufficient depth. The co-ordinator for the subject has only been at the school for a few weeks. In that short time however he has established a good grasp of the areas of strength in the subject and the areas that need to be tackled to further improve standards and provision. These rightly include developing effective procedures to assess and track pupils' progress in the subject as they move through the school and to more rigorously monitor teaching and learning. Time is to be allocated for him to do this within this academic year and further time when the subject is a priority area on the school development plan. There are enough good quality resources to support teaching and learning across all elements of the art and design curriculum.

## **DESIGN AND TECHNOLOGY**

128. Pupils' attainment in design and technology at the end of both key stages is above national expectations, as it was at the time of the last inspection. Pupils of all abilities, including those with special educational needs, make good progress as they move through the school in developing the necessary making and designing skills. They benefit from good teaching, which successfully builds on their previous knowledge and experience, and from the broad and well balanced curriculum provided by the school which ensures full coverage of the National Curriculum programmes of study.

129. Teachers provide a good range of practical opportunities, and by the end of the key stage, pupils effectively use a variety of appropriate techniques and making skills. They know how to join materials so that they move, such as in Year 2 where pupils have made wheeled toys, puppets with flashing eyes, and a working roundabout. Through their work with food, for example when they make fruit salad, pupils have gained a good understanding of the need to maintain hygienic work conditions, and to test the finished product for suitability and popularity. Pupils understand the purpose of an initial design or plan, and know that this can be modified during the course of the making part of the process. When pupils have completed their design and technology tasks, they are expected to evaluate their work in the light of their initial plans and designs, noting changes they have made. The highest attaining pupils make suggestions as to how their work could be improved if the task were repeated at a later date. Key Stage 1 pupils are encouraged to choose the appropriate materials, tools and techniques, and are confident when making decisions about their work.
130. As they move through Key Stage 2, pupils successfully develop and apply the skills and techniques they have acquired in Key Stage 1. Pupils are given a range of appropriate tasks that give them experience of using a wide variety of different tools and materials. By the end of the key stage, pupils have a good understanding of the need for products to be suitable for their intended purpose, and apply this knowledge well when planning design and technology tasks. For example, when making musical instruments in Year 5, pupils considered the type of sound they wished the instrument to produce before making their design and selecting the materials. Pupils use their initial designs and plans carefully during the making process and are aware that the time spent in designing, reduces the number of errors at the making stage. For example, during the inspection, Year 4 pupils successfully designed and made sandwiches, and carefully matched the product with the initial design. When evaluating this activity, the pupils' learning was further extended when they were asked, not only to comment on their own sandwiches, but to make critical appraisals of the sandwiches of their classmates. Pupils are provided with opportunities to work with a good range of materials including paper, card, plastic, wood and recyclable materials, and know that different joining techniques are required for joining different materials. Pupils take pride in the quality of their finished pieces, and know that for commercial purposes, it is crucial that the article is attractive.
131. The quality of teaching and learning of design and technology is good, and some very good examples were seen during the inspection. Lessons are well planned and contain clear learning objectives that are often shared with the pupils so that they know exactly what is expected of them. Teachers encourage pupils to reflect on their designs by asking probing questions. They challenge pupils to think about how things work, and to make critical appraisals of their own work and that of others so that pupils understand how they might improve their design if the activity was repeated. Teachers have very good behaviour management skills and good subject knowledge. Pupils with special educational needs are well catered for enabling them to make good progress. Classroom assistants are used well to support pupils in their work, and when an activity requires additional adult support, parents are willing to give of their time to help in class. Teachers ensure that pupils experience a good range of activities and work with a wide range of materials and tools. Pupils respond very well in lessons and show high levels of enthusiasm and motivation. They work hard and take a good interest in the work of others. Of note is the way in which pupils of all ages and abilities cooperate with one another, cheerfully and generously sharing ideas and resources. Currently little use is made of information and communication technology to support pupils in their learning, and pupils do not yet have a real appreciation of the way in which computers enhance the design process. Pupils throughout the school make useful records of their design and technology work which help them with future

projects, and often make good quality written evaluations. However, much of this work is on loose sheets, which are not effectively ordered and organised. This makes it more difficult for teachers to track pupils' progress, and for pupils themselves to scan through their previous work. Little use is made of homework to support pupils' learning in design and technology, although on some occasions, such as activities relating to food technology, pupils are encouraged to prepare the materials at home.

132. The co-ordinator is effective in the way in which she encourages her colleagues, giving advice and support which enable them to promote high standards. Teachers' plans are monitored by the co-ordinator, and this ensures good and even coverage of the National Curriculum programmes of study. However, as yet, the co-ordinator has not had time to monitor teaching and learning through classroom observation or the scrutiny of pupils' work. Further developments in the subject include the use of computers to support pupils' learning, more use of control technology, and the development and implementation of systems for assessing and recording pupils' progress and attainment as they move through the school. A governor has been nominated for the subject and his interest and involvement are welcomed by the school. The subject makes a good contribution to pupils' social and personal development as they learn how to share ideas and equipment, to celebrate the achievements of others, and to make choices and decisions about their work.

## **GEOGRAPHY**

133. Pupils' attainment is above national expectations at the end of both key stages, and the high standards described in the last inspection report have been successfully maintained. Pupils of all abilities, including those who have special educational needs, make very good progress as they move through the school. They benefit from very good teaching, which ensures a good balance of skills, knowledge and understanding, and good coverage of the National Curriculum programmes of study, which ensures that pupils have a good breadth of experience.
134. By the end of Key Stage 1, pupils have a good geographical knowledge which they explain well using appropriate vocabulary. Pupils' skills and knowledge are good because activities are presented in a practical and exciting way which helps them to have a very secure understanding of what they have learned. Key Stage 1 pupils have a good appreciation of the purpose of maps for following directions and for identifying specific places or landmarks. They understand the notion of a 'bird's eye view', and know that this is the perspective shown by aerial photographs. Most pupils confidently discuss routes they take regularly, such as those between home and school, or from their own houses to those of their friends, and the highest attainers successfully describe natural and manmade landmarks they might pass to make their explanations more precise. Pupils show good interest in their immediate locality, and this aspect of their learning is particularly well taught, and is supported by visits to the local shopping area. Pupils make a distinction between old and new landmarks in the area, and are beginning to express thoughtful opinions about such environmental issues as litter and other forms of pollution.
135. By the end of Key Stage 2, pupils' geographical knowledge is very secure, and they talk with confidence and accuracy about their own locality and places further afield. As they move through the key stage, pupils make thorough and detailed studies of the local area, and benefit from the local knowledge of the teachers, which brings their learning to life. Pupils make very good use of primary sources of evidence, such as their own observations, and photographs, which they study carefully with high levels of interest. In discussion, pupils explain the differences they have observed between old

photographs and maps of the local area, and newer photographs and maps which record some of the changes that have taken place. The local study provides a good basis for pupils when they are comparing the way of life of people in a village in India. Careful teaching of this comparative study ensures that pupils are aware of the reasons as to why the lifestyle is different in this village from that of their own local area, and Year 6 pupils confidently explain the impact of climate and economy on jobs, leisure activities, wildlife and plant-life. Teachers are effective in promoting pupils' cultural development during the topic on the Indian village, and take care to present a fair and accurate view of how people live their lives. Most Key Stage 2 pupils have a good understanding of how pollution can spoil an environment, and older pupils maturely debate the advantages and disadvantages of manmade geographical features such as motorways. Pupils have a very good knowledge of maps and atlases, and name and locate a wide variety of cities and places across the world.

136. The quality of teaching and learning is very good throughout the school, and this contributes to the high standards achieved at the end of both key stages. Teachers have a real enthusiasm for the subject which is communicated to the pupils, who respond with high levels of interest and motivation. Teachers' knowledge of the local area is invaluable in helping pupils of all ages to acquire practical geographical fieldwork skills, and in promoting in pupils a sense of pride in the area in which they live. Teachers are able to bring the subject to life for the pupils, and this is evident when pupils discuss the topics they have studied. Activities are exciting and challenging for pupils of all levels of ability, and enable pupils to acquire the necessary skills, knowledge and understanding. Very good use is made of resources such as photographs and maps, and visits to the local area. Some use is made of information and communication technology to support pupils' learning, and this is a proposed area of development in the school. A weakness in the teaching of geography is the organisation and presentation of pupils' written work. Currently work is produced on worksheets or loose sheets of paper which are bound together at the end of a topic. However, pupils do not always take enough pride in the presentation of their work, and the overuse of worksheets in some classes limits the opportunities for pupils to practise and refine their literacy skills. Little use is made of homework to support pupils' learning. The marking of work is not consistently carried out in all classes.
137. The co-ordinator manages the subject well and has a good overview of how geography is taught across the school through the monitoring of teachers' planning. However, as yet, no time has been allocated for the co-ordinator to monitor standards through the scrutiny of pupils' work, or the quality of teaching and learning through classroom observation. Assessment is an area of current development, as there is little formal assessment of pupils' progress and attainment at the moment. Resources for the subject are good and are effectively used to support teaching and learning. Some good opportunities are provided in geography lessons for pupils to consider moral and social issues such as pollution, overcrowding, and poor living conditions, and through studies of the local area, pupils develop a sense of their heritage and culture.

## **HISTORY**

138. Pupils' attainment is above national expectations at the end of Key Stage 1 and Key Stage 2, and the high standards described in the previous report have been successfully maintained. Pupils of all ages and abilities make very good progress as they move through the school because of very good teaching and curriculum coverage, and their own interest in the subject.

139. By the end of Key Stage 1, pupils talk about the Victorian period with enthusiasm and accuracy. They recall detailed facts about the period, including the names of famous people they have studied, such as Florence Nightingale, and make good comparisons between aspects of their own lives and those of Victorian children. Pupils have a good sense of the passage of time, and make a clear distinction between the recent past and the long ago past. A few of the higher attaining pupils are gaining an appreciation of how and why things have changed, and know that inventions are an important feature of historical change. For example, they realise that some modern day kitchen appliances rely on electricity as a power source, and therefore could not have been used in Victorian times.
140. By the time they are eleven, most pupils have a very good historical knowledge of the local area. Their teachers' enthusiasm encourages them to talk with high levels of interest about changes they have been told about, and those they have found out about for themselves, and the pupils explain with great enthusiasm how the area has changed over the past one hundred years. Pupils are provided with good opportunities to visit the local shopping area, and benefit from the teachers' good local knowledge of the area. Key Stage 2 pupils study a wide variety of historical periods, including the Tudors, the Romans, ancient Egypt and ancient Greece. Most pupils have a good sense of chronology, and have a good appreciation of the notion of cause and effect. Some of the higher attaining older pupils are aware that different decisions at key points in history would have resulted in quite different outcomes. Pupils also have a good understanding of some of the moral issues arising from war, and recognise that this has been a feature of civilisation throughout time. Pupils' factual knowledge is very secure, and most pupils have accurate recall of what they have learned. As they move through the key stage, pupils develop a good range of historical skills, although they do not make enough use of information and communication technology to support their learning. By the end of the key stage, pupils make a clear distinction between primary and secondary historical evidence, and know that although information that is passed from generation to generation by word of mouth is interesting, it may not always be accurate.
141. The quality of teaching and learning is very good throughout the school. A significant strength of teaching is the teachers' knowledge and interest in the local area which enables them to make the pupils' learning of their heritage more interesting and lively. Lessons are well planned and take good account of pupils' previous knowledge and experience. Curriculum coverage is good, enabling pupils to build up a good picture by the end of each key stage of the major changes that have occurred over time, and some of the most significant periods of history. Pupils have access to a good range of resources, and benefit from regular visits to places of historical interest. In lessons, activities are presented in an exciting way. Tasks are stimulating and this helps pupils to maintain high levels of interest. Pupils of all ages are very keen to talk about their work, and to join in with class discussions, and all take a full and active part in lessons. A weakness in teaching is the presentation and organisation of pupils' written work. Work is often completed on loose sheets and although they are made up into booklets at the end of a topic, pupils do not take the same pride in the completion of these sheets as they do in work completed in books. In some classes there are good opportunities for pupils to use their literacy skills to write factual accounts, but in other classes, there is a tendency for work to be recorded on worksheets which limits the opportunities for pupils to practise their writing skills. The marking of work is inconsistent throughout the school, and little use is made of homework to support pupils' learning.

142. The subject is well led by the co-ordinator who has a good overview of what is taught through the monitoring of teachers' termly plans. However, little has been done in the way of monitoring teaching and learning through classroom observation and the scrutiny of pupils' work, and this is a proposed area of development. The school has not yet implemented effective assessment procedures to measure, track and monitor pupils' progress and attainment in history, and this is an aspect that needs further development. Resource are good, and are effectively used to enhance teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

143. Pupils' attainment is above national expectations at the end of both key stages. Standards have improved since the last inspection, when they were described as being in line with national expectations. The improvement is largely due to the installation of a computer suite, which allows pupils to be taught in class groups, and better teaching. However, although standards are above expectations in terms of pupils' information and communication skills and knowledge, not enough opportunities are currently provided for Key Stage 2 pupils to use computers to support their work across the curriculum at times other than when they are using the computer suite. This is an ongoing area of development in the school, and some good examples were seen during the inspection, such as the use of the 'whiteboard' in a Year 6 science lesson, and a digital camera in a Year 4 literacy lesson.
144. In Key Stage 1 pupils use a good range of skills to generate and communicate ideas using text and pictures. By the end of the key stage they use passwords, open and close programs, rearrange text, change fonts, print and save their work. They use information and communication technology to support their learning in other subjects, for example by writing stories and poems, drawing graphs and tables to present their mathematical work and by using the Internet and a range of programmes including CD ROMs to find out information in history and geography. Pupils with special educational needs receive good support from teachers and assistants to help them develop skills. Pupils have access to the computer suite for whole class lessons and also have computers in their classrooms for use in other lessons.
145. In Key Stage 2 pupils develop their word processing skills and change and edit text that is already stored. They are taught well and quickly learn to highlight text and correct data in a record file and know how to combine text and graphics. Pupils make good progress in developing their basic computing skills and use information and communication technology in a variety of ways. They input information into a database and check to see how the new information affects existing results. They understand the importance of inputting the correct data and can recognise possible errors in data and graphical presentations. Pupils successfully use CD ROMs and the Internet to find and retrieve information. For example, during the inspection, Year 6 pupils were working on information about Ann Frank that had been downloaded from the Internet. The pupils' skills in control technology are developing well and some pupils have used a temperature sensor linked to a computer. Word processing is used extensively in English and pupils produce a variety of tables and graphs in mathematics. In the year 3 class pupils had used different texts, fonts and sizes to create amusing 'calligrams'. They also used a paint program to draw very convincing pictures in the style of different artists, emphasising colour, pattern and tone.
146. The quality of teaching and learning is good in both key stages. Teachers have a secure subject knowledge and because of professional development generally have good levels of confidence. They plan carefully for the computers in the suite to be used

effectively during whole-class lessons, and use an interesting range of programs to support the varied needs of the pupils. In the computer suite, the management and organisation of the pupils are good, and teachers balance good use of the facilities with helpful class discussion. Pupils' learning is enhanced by the co-operative way they share resources, pool ideas and take turns using the computers. Pupils of all ages and abilities are enthusiastic and confident in their information and communication technology work, and learn new ideas very quickly. Older pupils have a very good understanding of the capacity and use made of computers in the modern world, and understand some of the negative issues arising from the use of new technology.

147. The subject is well led by an enthusiastic and hard-working co-ordinator who is well aware of the relative strengths and weaknesses in teaching and learning. Future developments in the subject include further training of staff and the development of comprehensive assessment procedures which will enable pupils' progress and attainment to be monitored and tracked as pupils move through the school. The use of information and communication technology to support class work is progressing well throughout the school, although currently there are still not enough opportunities in most subjects for pupils to use computers to support their learning. Resources are of a good standard and are used well. The computers, laptops and interactive whiteboard are used regularly by all the teachers. Pupils are encouraged to use the computer suite before school and at breaks to help improve their mathematical skills. There are many useful and informative displays of pupil's work throughout the school, showing links with other subjects.

## **MUSIC**

148. Pupils' attainment in music is in line with national expectations at the end of Key Stage 1 and Key Stage 2. Pupils of all ages and abilities, including those who have special educational needs, make satisfactory progress as they move through the school, but they could attain even higher standards if music was taught on a more regular basis in all classes. The current arrangement, whereby music is taught to all classes by a part-time specialist teacher on a fortnightly basis, is effective, in that pupils benefit from the teacher's expertise. However, in some classes not enough additional music is taught by classteachers, and coverage of some aspects of the National Curriculum programmes of study is therefore too superficial. Key Stage 2 pupils have the opportunity to join the recorder groups which practise at lunchtimes, but no instrumental lessons are currently provided by the school. Standards are similar to what they were at the time of the last inspection.
149. Singing is of a good standard throughout the school, and pupils particularly enjoy singing together in assemblies, where they perform with enthusiasm. As they move through the school, pupils learn a wide range of songs, some of which they perform unaccompanied. Older pupils confidently sing in parts, and demonstrate a good sense of pitch and rhythm. Pupils have frequent opportunities to sing, especially in Key Stage 1, and quickly learn the words of new songs. Pupils' singing is enhanced by the enthusiasm of the teaching staff, and by the very good opportunities for them to perform to outside audiences in the end of year musical extravaganza. The annual production is a major social occasion, especially for older Key Stage 2 pupils, which is very much appreciated by parents and the local community.
150. Pupils' composing skills are satisfactory at the end of both key stages, and pupils confidently use both tuned and untuned percussion instruments to create their own compositions, and to make accompaniments for their singing. Some use is made of

graphical and pictorial notation for pupils to record their compositions, but more work could be done to develop this aspect of the music curriculum in both key stages. The lack of opportunities for pupils to record their compositions, especially in Key Stage 2, makes it difficult for them to review and edit their work at a later date. Opportunities for pupils to compose in different styles are limited in both key stages, and this means that there are missed opportunities for extending pupils' cultural knowledge and understanding.

151. Pupils in both key stages have some opportunities to listen to and appraise the work of well-known composers, but do not make written records of these experiences, and therefore have little recall of what they have learned at a later date. Pupils in both key stages struggle to remember the names of well-known composers or the types of music they write. In the main, there are not enough opportunities for pupils to develop their appraising skills, and this is an area of the music curriculum which is currently insufficiently developed.
152. The teaching of music is satisfactory overall, and pupils throughout the school benefit from the expertise of the specialist part-time teacher. Teachers' planning is guided by several appropriate schemes of work which cover the National Curriculum programmes of study, but not enough time is given to the subject in some classes, and some aspects, such as appraising, are not covered in enough depth. Some good links are made between music and other subjects, such as science, and design and technology. In science, in both key stages, pupils consider the ways in which sound is produced and the types of sounds produced by different instruments. In design and technology in Key Stage 2, pupils have the opportunity to further develop this understanding when they design and make musical instruments. Not enough use is made of information and communication technology to support pupils' learning at present, and this is an area of proposed development in the school. Homework is very rarely used to extend pupils' knowledge and understanding of music. Pupils of all ages enjoy their learning, and are keen to talk about their work. They have good levels of confidence and are keen to give impromptu performances. They select resources independently, and this is made easier by the very good organisation of instruments in the school hall.
153. The music co-ordinator has only joined the school very recently, and her role in monitoring the subject and in moving it forward is therefore undeveloped. She has a good idea of what is taught in every class through the monitoring of termly plans, and has been given some time to enable her to make classroom observations in the near future. Currently, too little use is made of assessment to track and monitor pupils' progress and attainment, and this aspect of the school's work is unsatisfactory. Teachers make good provision for pupils with special educational needs, enabling them to participate in all activities, but pupils who may be gifted or talented have not been identified and therefore receive no additional support to help them to extend their talents further.

## **PHYSICAL EDUCATION**

154. Pupils' attainment is above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. Although pupils make good progress in Key Stage 1, at Key Stage 2, their experiences are considerably limited by the poor accommodation, and their progress is only satisfactory. The school hall is very small, and whilst it is just adequate for use by Key Stage 1 pupils, it is extremely cramped for older Key Stage 2 pupils. The school has only a small outside playground, and despite it being recently resurfaced, there are areas where water collects making it

difficult for classes to use the area for team games. The school has only limited access to playing fields. Key Stage 2 teachers make every effort to teach a broad and balanced physical education curriculum, but inevitably because of the poor accommodation, pupils' progress in some aspects, such as gymnastics using apparatus, team games and athletics, is constrained. The school makes good use of the local swimming baths and ensures that almost all pupils swim the recommended twenty five meters by the age of eleven. Standards are similar to what they were at the time of the last inspection.

155. Key Stage 1 pupils enjoy physical education and participate with high levels of interest and enthusiasm. In gymnastics, they work very well together in pairs and small groups, and are keen to improve their performance through practice. They listen carefully to their teachers' instructions and suggestions for improvement, and concentrate well when watching demonstrations by their classmates. In a dance lesson seen during the inspection, Year 2 pupils responded particularly well to different parts of the music, adapting their movements to reflect the various moods. In this session there was a particularly good combination of individual, paired and group work, and good opportunities for pupils to express their ideas freely and imaginatively. Pupils are aware of the need to carry out activities safely, and understand the importance of 'warm-up' and 'cool-down' sessions at the start and end of lessons. Teachers are very effective in the way in which they promote pupils' social skills by reminding them of the need to always do their best, and to accept defeat graciously.
156. In Key Stage 2, pupils acquire a satisfactory range of gymnastics skills, but do not make as much progress as they might because of the lack of indoor space and fixed and large gymnastics equipment. In lessons, pupils show a good awareness of space, and do their best within the confines of the hall to create and perform short sequences of movements, linked with rolls and jumps. Teachers have high expectations of the pupils, and give them good pointers for improvement. Pupils have opportunities to perform their own work and to evaluate that of others, and they are very supportive, often spontaneously clapping when their classmates perform a particularly inspiring movement, such as a balance seen in a Year 3 lesson during the inspection. In games, pupils learn the tactics of attacking and defending, and show a good awareness of space. They throw and catch balls over appropriate distances, and learn how to catch balls as they are moving. Pupils understand the importance of gauging the right time to pass a ball during a game, and have a very good appreciation of the need for team work. In swimming, the vast majority of pupils attain the expected level by the end of Key Stage 2.
157. The quality of teaching and learning is very good in Key Stage 1 and good in Key Stage 2. Lessons are well prepared and planned, and teachers are very effective in the way in which they motivate and enthuse pupils. Pupils respond very well in lessons, although a number of Key Stage 2 pupils regularly forget their kit. In Key Stage 1, teachers fully stretch the pupils in all activities, and celebrate individuality and originality in lessons such as dance where pupils are encouraged to be creative in their work. Teachers have very high expectations which enhance pupils' learning and promote high standards. In Key Stage 2, teachers do not always fully stretch pupils, mainly because of the lack of facilities, and in one class because of the teacher's own lack of expertise. Throughout the school, teachers are very effective in the way in which they make suggestions for improvement and then give pupils time to practise and refine their work in the light of their suggestions. Pupils are encouraged to perform their work for their classmates and to make critical appraisals of what they observe. Pupils do this well, and are sensitive in their comments, taking the feelings of others into consideration. Pupils of all ages and abilities show a very good awareness of team work and work extremely well together.

158. The subject is temporarily led by the headteacher. In terms of providing a broad and balanced curriculum, the school makes the best provision possible given the constraints of the accommodation. However, not enough thought has been given to the changing arrangements, especially for older Key Stage 2 pupils who are sometimes embarrassed when changing in mixed gender groups. The school currently does not have formal procedures for assessing pupils' progress and attainment as they move through the school, and this is an area of planned development. The school provides a satisfactory range of extra-curricular activities which enhance pupils' learning.

## **RELIGIOUS EDUCATION**

159. Pupils' attainment in Religious Education exceeds the expectations of the Locally Agreed Syllabus at the end of both key stages. Standards have improved since the time of the last inspection when they were described as being in line with the expectations. The high standards are the result of consistently good teaching throughout the school, very high levels of interest in the subject from the pupils, and very good coverage of the Agreed Syllabus. Pupils of all ages and abilities make good progress and enjoy their learning.
160. By the end of Key Stage 1, pupils have a good knowledge and understanding of a range of Bible stories from both the Old and New Testaments. Imaginative and enthusiastic teaching means that pupils readily and vividly recall the stories of 'Noah's Ark', 'Daniel in the Lion's Den', 'Jonah and the Whale', and a variety of parables including the 'Feeding of the Five Thousand'. Pupils know that churches are for special Christian occasions such as weddings and christenings, and that prayer is an important means of communication. Higher attaining Year 2 pupils explain clearly that a baptism ceremony is the opportunity for God to welcome babies or adults as Christians, and they recognise the symbolism of the cross. Pupils have benefited from a visit to the local church and recall some of the special artefacts they have seen, and some of the most important parts of the building. Pupils have a good knowledge of other world faiths including Islam and Sikhism. They know that Muslims pray five times a day on a prayer mat that faces Mecca and that Muslim girls often wear a scarf. Pupils are starting to make comparisons between Christianity and the Islam faith when they consider special occasions and ceremonies, and special artefacts such as the Bible and the Qu'ran. They know that caring for others and looking after the needy are characteristics of most faiths. Pupils' progress and attainment are enhanced by good teaching. Teachers make very good use of resources to enliven their teaching and to illustrate the main teaching points they wish to make. For example, very good use is made of video material to show pupils aspects of different religions. Pupils respond very well to these documentaries which give them a real insight and understanding, and which are designed to appeal to their age group.
161. By the end of Key Stage 2, pupils demonstrate a good knowledge and understanding that reflect the good quality of teaching in the subject. Pupils quickly develop a good understanding of symbolism in religion, and from an early age teachers encourage them to consider symbolism across the world faiths. Pupils' knowledge of Christianity is very secure, and they have a good working knowledge of both the New and Old Testaments. Pupils' recall of well known characters in the Old Testament, such as Noah, David and Goliath, Moses and Jonah is very good, and through good opportunities for them to consider the morals behind the stories, they understand that the stories with which these figures are associated have a strong message which could be applied to situations in the twentieth century. Most pupils recall several of the

most well-known parables, and understand that Jesus used parables to give important messages to the people of His time. Pupils examine and compare the nature of belief and religious practice in the context of a number of faiths. They have a balanced knowledge of Christianity, Islam, Buddhism, Hinduism and Judaism. In discussion, Year 6 pupils talk confidently about important festivals and ceremonies, and explain the importance of celebrations and festivals and the central place occupied by sacred texts and places of worship. Older pupils are comfortable with their thoughts and feelings and have respect for the religious beliefs and practices of others. Pupils are aware that all religions have a set of rules, and understand that rules are necessary within any civilised society.

162. The quality of teaching and learning is good overall, although during the inspection the teaching was very variable and ranged from satisfactory to very good, depending on the teachers' individual levels of expertise and knowledge. Lessons are generally planned well and where there is very good use of resources, the lessons are interesting and very enjoyable. Pupils are generally very well motivated in lessons and are keen to join in discussions and to express their views. The vast majority of teachers have good subject knowledge and use open-ended questions well to involve pupils in discussions. Lessons have clear objectives which are shared with the pupils at the start of the lessons. In the main, lessons move at a good pace, although where the teaching is only satisfactory, the pace is too slow and pupils' start to lose interest. Pupils show high levels of interest in the subject and respond particularly well when the teachers are very enthusiastic in their presentations. Pupils of all ages and abilities show great respect for the views and beliefs of others, and a genuine interest in the different ways in which people from different religions worship.
163. The subject co-ordinator is very effective and has clear intentions for the future development of the subject. These include more resources, and increasing the use of information and communication technology to support pupils' learning in religious education lessons. The school has a scheme of work based on the Locally Agreed syllabus, and supplemented by nationally produced material. There is a good supply of resources including artefacts for the main religions. The local vicar and minister are regular visitors to the school and lead assemblies. Visits are made to the local church in Year 1 and Year 3, and the local chapel is used by Key Stage 1 pupils for their Nativity play and by Key Stage 2 pupils for their Christmas Play. Religious education contributes strongly to the development of the pupil's spiritual, moral, social and cultural education.