

# INSPECTION REPORT

## **LUNT'S HEATH PRIMARY SCHOOL**

Widnes

LEA area: Halton

Unique reference number: 111199

Headteacher: Mrs R Lippitt

Reporting inspector: Mr G Bancroft  
3687

Dates of inspection: 28<sup>th</sup> – 31<sup>st</sup> January 2002

Inspection number: 195909

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: Wedgwood Drive  
Widnes  
Cheshire

Postcode: WA8 9RJ

Telephone number: 0151 423 3322

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Appropriate authority: Governing Body

Name of chair of governors: Mr Dom Fugaccia

Date of previous inspection: 29/04/97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3687	G Bancroft	Registered inspector	Science Physical education	The school's results and pupils' achievements. How well is the school led and managed?
19727	E Langford	Lay inspector		How well does the school care for its pupils or students? How well does the school work in partnership with parents?
10911	C Deloughry	Team inspector	Foundation Stage Music Religious education	Pupils' attitudes and values.
13827	A Waters	Team inspector	English History	
17543	R Coupe	Team inspector	Mathematics Geography Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
21372	K Hobday	Team inspector	Information and communication technology Art and design Design and technology Special educational needs	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is in Farnworth, to the north of Widnes, and is part of the Halton Local Education Authority. There are 283 pupils aged 4 – 11 years. The number of pupils eligible for free school meals is less than 3% and is well below average. Around 8.5% of pupils are on the school's register for special educational needs, which is much lower than the national average. There are no pupils with statements of special educational need. Almost all pupils are of white ethnic origin and no pupils are at an early stage of learning English. The attainment of pupils on entry to the school is above average and the socio-economic circumstances of the community are favourable. The school is popular and has a very good reputation in the area.

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

Lunt's Heath school has some good and very good features and provides a satisfactory quality of education overall. Inspection findings are that standards are above average in English, mathematics and science at the end of Year 2 and Year 6. Standards are satisfactory in most other subjects of the curriculum and better in some, although given that the pupils' attainment when they start school is generally above average, standards in some subjects could be higher. The overall quality of teaching is good. Teaching is satisfactory in Key Stage 1 and good, with some very good features for children in the Foundation Stage and pupils in Key Stage 2. The headteacher provides good leadership and the management of the school is satisfactory. Taking all factors into account the value for money provided is satisfactory.

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

- Standards in English, mathematics, science and geography are above average across the school. Standards are above average in music and physical education by the end of Key Stage 2.
- Provision for children in the Foundation Stage is good.
- Arrangements for pupils' care and welfare are very good.
- The quality of teaching is good overall, with strengths in Reception and at Key Stage 2.
- Pupils' behaviour and their attitudes to their learning are very good.
- Provision for pupils' moral and social education and for extra curricular activities is very good.
- The school works very well with parents and with partner institutions.
- Financial management is very good.

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

- The monitoring of pupils' academic performance and the use of assessment information to inform curriculum planning.
- Pupils' extended writing skills
- The role of subject co-ordinators in monitoring and evaluating the quality of teaching and learning.
- The effectiveness of the governing body in monitoring and evaluating the quality of education.
- Standards in information and communication by the end of Year 2.
- Standards in art and design by the end of Year 6.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has maintained many of the strengths evident at the time of the last inspection and has made satisfactory improvement since that time. Pupils' behaviour and the attitudes they show to their work remain very good. The quality of teaching has been maintained. Standards in science, music and physical education have improved. However, standards in art and design by the end of Year 6 and information and communication technology by the end of Year 2 are not as high as at the time of the last inspection. Provision for pupils' spiritual education has improved. Arrangements to ensure that parents are aware of the school's successes and to enable them to discuss their children's progress are now good. Arrangements for teachers' planning are now satisfactory and there is a plan that clearly shows when the aspects of each subject will be taught. The role of subject coordinators and the arrangements to monitor and evaluate the quality of teaching and learning in all subjects have not improved sufficiently since the time of the last inspection. The school has enhanced the provision for pupils to play outside and the wooded area on the site is used well.

## 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	A	B	A	C	well above average    A above average        B average                    C below average         D well below average    E
Mathematics	B	B	D	E	
Science	C	A	B	C	

In the 2001 National Curriculum tests for eleven year olds attainment in English was well above the national average, but average when compared to similar schools. In science the results were above the national average and average compared to similar schools. Standards in English have been consistently above or well above the national average over the past 3 years. In science standards have been more variable, but show an overall trend of improvement. Until 2001, the results for mathematics were also above average, but attainment in mathematics in 2001 was below average and well below average compared with similar schools. Inspection findings are that standards in English, mathematics and science are above average and the school has set suitably challenging targets for literacy and numeracy with this in mind.

By the end of Year 6, standards are above national expectations in geography, music and physical education. They are in line with national expectations in design and technology, history, information and communication technology. In art and design standards are below those expected for pupils of this age, because not enough attention is given to the progressive development of pupils' skills, knowledge and understanding, particularly for sketching.

The 2001 National Curriculum test results at the end of Key Stage 1 are well above average in reading, very high in writing and above average in mathematics. Compared to similar

schools standards in reading and writing were well above average and in mathematics they were average. Over the past 3 years standards have been consistently at this level in all three subjects. Teacher's assessments show attainment in science for this age group is also above average and close to the average for similar schools.

By the end of year 2, standards are above national expectations in geography. They are in line with national expectations in art and design, design and technology, history, and music. In information and communication technology, standards are below national expectations because there are not enough opportunities for pupils to use computers regularly. Standards at the end of both key stages are in line with the expectations of the locally agreed syllabus for religious education.

Pupils start school with above average levels of attainment overall and they make good progress in the Reception class. By the time they start in Year 1, the children achieve standards that exceed the Early Learning Goals in their personal and social development, in communication, language and literacy, in the mathematical and physical areas of development and in their knowledge and understanding of the world in which they live. They make satisfactory progress in developing their creative skills and achieve the Early Learning Goals in this aspect of their learning.

Pupils with special educational needs achieve well for their abilities. This is because they are supported well and the tasks set for them are matched appropriately to their abilities.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to the school are very good. Pupils clearly enjoy school and are enthusiastic learners
Behaviour, in and out of classrooms	Very good. Pupils behave well at all times. They are courteous and polite, showing respect for adults, for each other, and for property.
Personal development and relationships	Very good. Pupils can be relied upon to organise themselves and their resources efficiently. They work well together in groups and are very supportive of each other.
Attendance	Good. However, there is small number of pupils who are frequently absent and who often arrive late for school. There are also a number of families who take their annual holidays during term time.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
53 lessons seen overall	Good	Satisfactory	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.*

The overall quality of teaching is good. However, there are differences between the age groups. The highest proportion of very good teaching is found in Years 3 to 6, whereas much of the teaching in Years 1 and 2 is satisfactory. Throughout the school the teaching of literacy and numeracy is good and often very good, particularly for the older pupils. Teachers apply the principles of the National Literacy Strategy effectively and this contributes to the high standards found in speaking and listening and in reading. Standards are also high in writing, but teachers do not provide enough opportunities for pupils to apply the good basic skills they acquire in sustained and independent writing activities across the curriculum. The quality of teaching for art and design in Years 3 – 6 and for information technology in Years 1 and 2 is unsatisfactory. Relationships between teachers and their pupils are very good. These contribute positively towards the enthusiasm shown by pupils for their learning. This helps them to become confident and hardworking, enabling them to make good progress. Learning support assistants work closely with teachers, providing good support for pupils, particularly those in the Reception classes. Teachers provide satisfactory opportunities for pupils to enhance their learning in most subjects by doing homework. These opportunities are used particularly well in English.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. The provision for extra curricular activities is very good. Not enough time is given for teaching information and communication technology in Years 1 and 2 or to its use for enhancing pupils' learning in some other subjects. Pupils from all ability groups and backgrounds are included effectively in all aspects of the provision made for their education.
Provision for pupils with special educational needs	Good. Pupils are supported well and make good progress towards the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good. That made for their spiritual development is good, having improved since the time of the last inspection. Provision for pupils' cultural development satisfactory.
How well the school cares for its pupils	Arrangements to ensure the safety and welfare of pupils are very good. Arrangements to assess and report on the attainment and progress made by pupils in subjects other than English, mathematics and science are unsatisfactory.

The school has very strong links with parents. The information parents are given about the activities provided by the school is very good. Many parents contribute very effectively towards the promotion of their children's education. Arrangements to monitor and respond to the small minority of pupils who are frequently late and sometimes absent are unsatisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and, along with her colleagues, works hard to enhance the quality of education provided by the school. The management of the school by the headteacher and key staff is satisfactory
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body fulfils those duties required by law appropriately. Governors are very supportive and their contribution to the financial management of the school is very good. The principles of best value are applied effectively. However, not all governors are sufficiently active in holding the school to account for the quality of education it provides.
The school's evaluation of its performance	Unsatisfactory. Arrangements to monitor and evaluate the quality of education are in place. However, some co-ordinators have not had sufficient opportunities to undertake their duties fully in this respect.
The strategic use of resources	Good. The available accommodation and resources are used well, other than the lack of opportunities for pupils to use information and communication technology in many lessons.

## 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>• Children like school.</li> <li>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• The extent to which the school expects children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision of appropriate amounts of homework.</li> <li>• The information they receive about how their children are getting on.</li> <li>• The extent to which the school works closely with parents.</li> </ul>

Inspectors support most of the parents' positive comments about the school. However, at times, particularly in Years 1 and 2 teachers do not have sufficiently high expectations of what pupils can achieve. Inspection findings are that the school works closely with parents and that provision for homework is satisfactory in most subjects and particularly good in English. Opportunities for parents to meet with teachers and discuss how well their children are getting on are good. The written information they receive about how their children are getting on could be improved in subjects other than English, mathematics and science.

## **PART B: COMMENTARY**

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

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

1. The children's attainment when they start school is above average. By the end of the Foundation Stage, most children achieve the Early Learning Goals in the creative area of their learning and exceed them in the areas of personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, and physical development. The children make good progress and benefit from good teaching. By the end of the Foundation Stage of their education they are well prepared to begin work on the subjects of the National Curriculum.
2. By the end of Year 2, on the basis of the 2001 national tests, pupils' attainment in writing is very high, in the top 5% of schools. Their attainment is well above the national average in reading and above the national average in mathematics. This picture is confirmed by the inspection findings. These indicate that by the end of Year 2 pupils' attainment in English, mathematics and science exceeds national expectations. In comparison with similar schools, pupils' performance is well above average in reading and writing and above average in mathematics.
3. By the end of Year 6, on the basis of the 2001 national tests, attainment in English was well above average, in science it was above average and in mathematics it was below average. In comparison with similar schools, the pupils' attainment was average in English and science and well below average in mathematics. The inspection findings are that in all three subjects attainment is above average. The school's pattern of attainment over recent years is similar to that found nationally and standards are consistently high when compared with national averages. The inspection findings paint a better picture than the results in the 2001 tests, when attainment was below the national average and well below the standards achieved by pupils in similar schools.
4. In recent years standards in mathematics have improved at a rate similar to or better than the national trend, although in 2001, the school experienced a significant decline in the achievement of pupils at the end of Year 6. This was because the school had neither identified nor implemented early enough, sufficient measures to meet the particular needs of this group of pupils in order to help them attain at a higher level. The most significant weakness for this group of pupils was in the use and application of mathematics. The school has worked effectively to address this deficiency by taking appropriate measures to raise standards. The organisation of pupils into ability sets and the provision of additional support to meet the needs of lower attaining pupils has proved to be particularly beneficial. Inspection findings show that by the end of Years 2 and 6 pupils' attainment in science is above average.
5. Pupils' attainment in speaking and listening and reading is well above average by the end of Years 2 and 6. Pupils of all ages and abilities communicate clearly with each other and with adults. Pupils of all ages develop their reading skills successfully and by the age of eleven a high proportion exceed the level expected. In writing and spelling, almost all pupils attain standards that are at the level expected nationally and a significant proportion, especially in Years 1 and 2, reach the higher level. However, standards are not as high as those for speaking and listening or for reading and there are shortcomings in the development of pupils' writing skills that need to be addressed. At both key stages, pupils' writing efforts are constrained by the need to fill in and

complete photo-copiable work sheets or textbook exercises and pupils are not given enough opportunities to write at length.

6. In mathematics pupils' number skills are good and they have a good knowledge of shape, space and measures. In Key Stage 2 pupils apply their mathematical skills well solving problems and to real life situations. In Key Stage 1 this aspect of pupils' mathematical learning is not as well developed and sometimes worksheets are too often used which restrict the pupils' ability to think of their own way to solve problems. In science there are strengths in both key stages in the pupils' skill of scientific enquiry. They have good scientific knowledge which they apply well to their investigative work. Information and communication technology is used effectively to enhance pupils' science learning in the subject.
7. By the end of Year 6 pupils' attainment in geography, music and physical education is above national expectations, because the quality of teaching and the quality of subject leadership in these subjects is good. Pupils make good progress in these subjects. Pupils' attainment in design and technology, history, information and communication technology and religious education is close to that expected for their ages and they make satisfactory progress. In art and design, Key Stage 2 pupils make unsatisfactory progress and, by the end of Year 6, standards are below those expected for pupils of this age. This is because not enough attention is given to the progressive development of pupils' skills, knowledge and understanding, particularly for sketching.
8. By the end of Year 2 pupils achieve high standards in geography and pupils make good progress. They make satisfactory progress in art and design, design and technology, history, music and religious education and by the end of Year 2, achieve standards that are in line with national expectations. In information and communication technology Key Stage 1 pupils make unsatisfactory progress and their attainment by the end of Year 2 is lower than expected. This is because pupils do not get sufficient opportunities to use computers.
9. Pupils' enthusiasm for school and their attitudes to their learning are very good and make a significant contribution to these levels of achievement. There is a small minority of pupils with special educational needs, mainly related to their achievements in literacy or to features of their behaviour. These pupils are supported well and make good progress. The school provides well for other groups of pupils whose needs it identifies. They are included effectively in all aspects of provision and have good levels of adult support, particularly in Years 1 and 2. This enables these pupils to progress well.

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

10. Throughout the school pupils' attitudes to their learning are very good, reflecting the situation at the time of the previous inspection. They enjoy school, involving themselves enthusiastically in their lessons and the range of activities provided. They attend closely to their teachers and concentrate very well in lessons. They are keen to participate in discussions, willingly sharing ideas and opinions within their groups and displaying high levels of tolerance and respect for the views and beliefs of others. Pupils in Years 3 to 6, for example, after listening to music composed by groups of classmates, evaluated the quality and made suggestions for improvement in a mature and helpful manner.
11. Behaviour, in the previous report, was judged to be very good and this is still the case. Pupils' behave very well at all times, in lessons, during playtimes and at lunchtime. Any sign of disruptive or oppressive behaviour, which is very rare, is dealt with swiftly and effectively. The pupils are very courteous and polite and display high levels of respect for adults, for one another and for school property. Circle times, when pupils discuss

moral and social issues that concern them, and personal, social and health education lessons are helping the pupils to become very aware of the effects of their behaviour and actions on others.

12. Pupils have very good levels of personal development and their relationships with one another are very good. When set individual or group tasks pupils, throughout the school, can be relied upon to organise themselves and their resources efficiently. They are very willing to carry out monitorial duties around the school, such as delivering registers to the office, organising the hymn sheets on the overhead projector or setting out chairs and tables. In the summer term Year 6 pupils proudly escort parents around the school on Open Day.
13. The small number of pupils with emotional and behavioural difficulties are included well and fully integrated into their classes. They are often well supported by other pupils. Because they have good relationships with their teachers and their learning support assistants, even minor disruptions are few and far between and pupils learn well.
14. When set against the national average the level of attendance is good and has remained so since the last inspection. Pupils enjoy coming to school, but there is small number of pupils who are frequently absent and who often arrive late. The level of unauthorised absence is broadly in line with national averages and mainly attributed to the high level of family holidays taken during term time.

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

15. The quality of teaching is good for children in the Foundation Stage and for pupils in Key stage 2 and satisfactory for pupils in Key Stage 1. During the inspection, teaching was good in almost one third of the 53 lessons observed and very good or better in a further third. The views of the overwhelming majority of parents that teaching is good are confirmed. Teaching in Years 1 and 2 is satisfactory overall, with some good features. The quality of teaching has been at least maintained since the last inspection and the proportion of very good teaching in Years 3 to 6 has increased. The quality of teaching provided for pupils with special educational needs is good.
16. Throughout the school the teaching of English and mathematics is good reflecting the strong emphasis placed by the school upon these important subjects. Teachers are using national guidance well to plan effective lessons. The National Literacy Strategy has been implemented well and pupils are familiar with the routines of the Literacy Hour. Lessons are thoroughly planned to ensure that time and resources are used well. This enables pupils to use their time very productively without interrupting their teachers when they work with smaller groups. In Years 3 to 6, in particular, teachers' enthusiasm for many subjects inspires pupils to participate confidently. Pupils with lower levels of ability in reading and writing are given additional help of very good quality. However, in all parts of the school, there are times where teachers do not expect enough of their pupils. This is particularly true for some higher attaining pupils who are capable of undertaking more demanding tasks than they are given. For example, in many subjects teachers do not provide enough opportunities for pupils to write independently or to use computers to further their writing skills and there are too few opportunities in most classes for pupils to extend their writing skills and produce sustained, extended pieces of work. .
17. Teachers are using the National Numeracy Strategy effectively to provide well-planned and structured lessons in mathematics. Pupils are grouped into sets based upon their ability in the subject. This enables teachers to provide work at the correct level of

difficulty for each pupil so that all make appropriate progress. Teachers' good subject knowledge enables them to structure the work well. Because of the good relationships they enjoy with their teachers, pupils are enthusiastic and confident learners. They are not afraid to make mistakes and are eager to extend their skills. They respond well to tasks set for homework and teachers ensure these tasks are linked well to the work pupils do during lessons.

18. Teachers' knowledge and understanding of most subjects are good. In Years 3 to 6, these features of teaching are very good in science and physical education, enabling pupils to acquire new skills and knowledge rapidly. An example of this was an exemplary science lesson for pupils in Years 3 and 4, in which the teacher's excellent subject knowledge and rapport with her pupils was evident as pupils designed their own fair test. Her lively teaching stimulated the enthusiasm of the pupils, who eagerly undertook additional research and were disappointed to have to stop at the end of the lesson. In a history lesson for the same age group, the teacher's extensive knowledge enabled her to provide additional details to bring the story of the Athenian victory at Marathon to life. By contrast, the teaching of information and communication technology suffers because some teachers do not have a high level of skill and so lack confidence as they teach. This is compounded by the poor quality of the technical support currently available. This means faults in the system take a long time to rectify. The school is currently addressing this issue.
19. The quality of teachers' planning is good overall. Learning intentions for the whole class are clearly identified and communicated to the pupils, although occasionally these objectives are too broad. Most teachers make adjustments to their planning in response to the assessments made in previous lessons. However, these assessments tend to relate to the way in which the class as a whole has coped with a task and sometimes planning is not sufficiently adjusted to provide a greater degree of challenge for higher attaining pupils who have found a task easy. Consequently, higher attaining pupils sometimes make less progress than they might. Planning does not always meet the precise requirements of pupils with special educational needs.
20. Teachers have high expectations of pupils' behaviour. Most employ very effective strategies to manage their pupils. Because of a consistent approach to discipline throughout the school, interruptions to the pupils' learning are rare. Classrooms are orderly and purposeful and pupils are encouraged to be independent. Very good relationships are evident between teachers and pupils. The good learning environment teachers create enables them to use a variety of approaches to stimulate the interest and involvement of the pupils successfully. For example, in a successful religious education lesson for Year 5 and 6 pupils, a high degree of mutual respect enabled the teacher to instigate a lively discussion through effective questioning with elements of humour, ensuring the complete attention of all pupils.
21. Most teachers are very well organised. They ensure that support staff and additional volunteers, including parents, are well briefed about each activity. A good example of this occurred in a design and technology lesson for pupils for Years 3 and 4 in which two parents worked with groups of pupils evaluating foods. Their teacher worked with half the class planning the ingredients for a 'healthy' sandwich. Groups were organised so that all pupils experienced each activity. The support assistant accompanied a lower attaining group of pupils, giving them effective assistance to complete each task.
22. Teachers use the available time well. The opening section of many lessons includes skilful questioning at a brisk pace to establish pupils' existing understanding. Occasionally, time and resources are used less efficiently. For example, successive

pairs of pupils are taught computer skills by the teacher using a single computer whilst other machines nearby stand idle. Learning support assistants play a valuable role in enhancing pupils' learning. They have appropriate levels of skill and, particularly in Years 1 and 2, are sufficiently numerous to have a significant impact on the progress pupils make.

23. Satisfactory and sometimes good use is made of homework across most subjects and it is particularly well used in English. The new homework policy is used effectively by teachers to set relevant tasks to enhance pupils' learning. These tasks are well integrated with the work that takes place during lessons. For example, in Years 3 and 4, a homework task in religious education was used as a starting point in encouraging pupils to reflect on their own feelings. The marking of pupils' work is satisfactory. Teachers often add a written comment to show they value what the pupils have done. However, these comments could do more to help pupils to appreciate the gains in learning they have made, or to indicate the next step each needs to take. There are also insufficient opportunities for pupils to plan, initiate and extend their own learning independently by, for instance, using library or information and communication technology resources.

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

24. The quality of learning opportunities offered by the school is satisfactory and includes all subjects of the National Curriculum. Religious education is taught in accordance with the structure of the Locally Agreed Syllabus. The curriculum is effectively planned so that it meets the needs of all pupils, including those with special educational needs. The curriculum provided for children in the reception classes is good and teachers' planning takes appropriate account of the national guidelines for the Foundation Stage.
25. All pupils have equal access to the curriculum. The school has a very effective policy that ensures pupils from all social and cultural backgrounds are included appropriately in the aspects of the provision made for their education. Teachers successfully match the work they provide to the needs of pupils from all ability groups. There is a teacher responsible for ensuring the needs of pupils regarded as gifted and talented are met appropriately and there are opportunities for these pupils to attend weekend classes in Liverpool.
26. Good improvements have been made in planning for the curriculum which was reported as a weakness at the time of the last inspection. Policy documents are in place for all subjects and almost all schemes of work have been recently reviewed. An appropriate allocation of time is linked to each curriculum area and guidance for teachers is provided through planning documents showing when each subject topic is to be taught throughout the school year. Nominated governors have recently been identified to liaise with the co-ordinators for each subject, but their role in monitoring the success of the curriculum action plans has yet to be developed.
27. The national strategies for the teaching of literacy and numeracy are well established in the day-to-day teaching of English and mathematics. Pupils' numeracy skills are sometimes developed through other aspects of the curriculum, such as using co-ordinates in geography and through recording data in science. Literacy is also developed through writing in other subjects. However, opportunities for pupils to express their ideas and to record the results of research are restricted. Pupils are good listeners. Speaking and listening skills are further developed in lessons, through well-

crafted questions by teachers, encouraging pupils to respond through sensible and often articulate responses. However, there is a lack of planned opportunities for pupils to develop their information and communication technology skills and use of computers across the full range of subjects, especially in Years 1 and 2. There are not enough opportunities for pupils to undertake sustained writing independently.

28. Provision for the development of pupils' personal, social and health education is good. Initiatives, such as the introduction of circle time, when pupils have opportunities to consider the moral and social issues facing themselves and others, are used well. The governing body's policies for teaching sex education and raising the awareness of pupils of the dangers of drug and substance abuse are effective. Both these features are taught well during science lessons.
29. Provision for the support of pupils with special educational needs is good. The individual education plans for these pupils are of satisfactory quality. Through the care and consistent approaches used by teachers, those pupils with emotional and behavioural needs behave well and make good progress. The needs of lower attaining pupils are met effectively in many subjects. For example, the arrangements for setting pupils for mathematics work well. The use of information and communication technology to support the learning of pupils with special educational needs is developing well. For example, it is used effectively to help them with their writing.
30. The extra-curricular provision is very good, particularly in sport and music. The range of activities provides opportunities for pupils from all parts of the school. These activities are very well attended, making an additional, valuable contribution to pupils' learning and providing a source of pride and pleasure to those participating. The school is appreciative of the time and effort provided by several outside volunteers and parents.
31. The overall provision for pupils' spiritual, moral, social and cultural development is good, as it was at the time of the previous inspection. Provision for the moral and social aspects of development are very good, the spiritual good, and the cultural is satisfactory.
32. Pupils are given opportunities to pray and reflect quietly during the daily acts of collective worship, and prayers are said at the end of each school session in the classrooms. The seating and woodland areas in the school grounds also provide quiet places for the pupils to talk and reflect during break times. Spiritual issues are being deliberately addressed in the planning of some lessons. In one religious education lesson, for example pupils selected their favourite poem or story as a homework task and shared it with their classmates as an example of something special in their lives. Pupils in Years 3 and 4 show an excitement and fascination when working with magnets, and children in the Reception classes listen in awe to the sound of ice melting.
33. Throughout the school pupils are provided with many good opportunities to help develop their understanding of right and wrong. They discuss the possible effects of their behaviour on others thoughtfully. Opportunities to consider moral issues frequently arise in religious education lessons. In Years 5 and 6, for example, when considering the influence of role models on their lives, the teachers focus well on the importance of individuals being responsible for their own behaviour and choices. Well-chosen stories told during the acts of collective worship are often based on clear moral issues, such as the virtues of sharing. Teachers and adults set a good example, treating each other and the pupils with sensitivity and respect. They have high expectations of good manners and behaviour, and the pupils respond accordingly. There are clear guidelines

for behaviour set out in the school rules, which the pupils helped to draw up, so they accept them as reasonable and fair.

34. Very good opportunities are planned for the pupils' social development. These include, a wide range of after school activities, the annual residential visits to York and the Robinwood Outdoor Education Centre, and day visits to places of educational interest. Pupils are given a good range of monitorial tasks that they perform well. They become aware of the needs of others less fortunate than themselves, by participating in fund raising activities for various charities. Sometimes they arrange these themselves, for example they organised a collection to provide care for a stray dog.
35. Provision for pupils' cultural development is satisfactory. There are some opportunities in some subjects for pupils to develop an awareness of their own and other peoples' cultural heritage, but these are often incidental. There are too few planned opportunities to develop the pupils' broader knowledge of other cultures and faiths through subjects such as art and music and pupils' experience of the work of famous artists and their knowledge of a wide range of music, for example, are limited. Pupils' have good opportunities to develop their knowledge and appreciation of British musical traditions through learning a musical instrument and the choir participates in public performances, combining with other schools in the area. Christmas, Easter and Harvest are celebrated in school with school productions, consisting of drama and music. There have been visitors to school to play and demonstrate the possibilities of string and brass instruments. Pupils discuss different world faiths during their religious education lessons. Studies are made of other countries in geography but, overall there is not enough attention paid to the multi-cultural nature of the society in which the pupils live.
36. Links with partner institutions and with the community are very good. Of particular merit are the very good links with the associated High Schools. Good liaison ensures that arrangements for pupils to transfer to Year 7 are smooth and effective. Y6 pupils know their new teachers before transfer and visits to the schools and shared activities such as music and science are of mutual benefit. Gifted and talented pupils benefit from special weekend classes at a Liverpool institution.

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

37. The school's provision for the care and welfare of the pupils is very good and a strength of the school. This is an improvement since the last inspection. Teachers know their pupils well and respond in a discreet, confidential and sensitive manner to any personal queries or concerns raised with them by pupils. Effective strategies are in place to identify and support "looked after children", pupils with health conditions such as Asthma, and those pupils identified as having special educational needs. Arrangements to communicate with the parents and carers of these pupils are good. Very good child protection procedures are in place, which are well understood and applied efficiently by staff in the best interests of the pupils. A teacher is formally identified as the named person for child protection and has established very good working relationships with external support agencies. The named person is also a qualified counsellor and a number of pupils have benefited from the good quality provision of pastoral care that she provides.
38. The school has established very good health and safety procedures that involve governors and embrace the whole spectrum of the pupils' time in the school. Procedures for recognising and responding to potential risks are well embedded into the routines of the school and involve members of the governing body and all staff

appropriately. The school premises are maintained to a high level of cleanliness and provide a safe and secure environment. An appropriate number of staff are qualified to administer first aid. There are suitable procedures for responding to and reporting injuries and for the administration of medicines.

39. Pupils with special educational needs are supported well by teachers, teachers' assistants and by their peers. The particular needs of pupils are usually identified at an early stage. Arrangements for liaison with the parents of pupils with special educational needs are good. Arrangements for liaison with external support agencies are also good. The school is currently exploring ways to involve pupils with special educational needs in contributing to their individual education plans.
40. The arrangements for the daily registration of pupils comply fully with legal requirements. However, there is no formal procedure for checking registers and reporting and responding to patterns of absence or late arrivals during the school year.
41. The school's procedures to promote good behaviour are very successful. They effectively promote pupils' well-being and self esteem, making a significant contribution to the very good attitudes pupils have to their learning. Great emphasis is placed on promoting good behaviour and the school operates a number of very successful incentives to encourage and reward pupils' good work and behaviour. Teachers have very high expectations of how pupils will behave to which they respond very well. The school operates a policy of 'zero tolerance' towards bullying. This is very successful and instances of oppressive behaviour are almost non-existent in the school. Past incidents of inappropriate behaviour are judged by pupils and the great majority of parents to have been swiftly and effectively dealt with by staff.
42. The school has not made enough improvement since the last inspection in the use it makes of information gained from assessment. At the time of the previous inspection, procedures for assessing pupils' attainment and progress were satisfactory, but the information obtained was not always used well to plan the next stages of learning. This remains the case. There is a good range of formal assessment procedures in English, mathematics and science. Indeed, the school's practice in science provides an appropriate model for other areas of the curriculum. However, the school is at a very early stage in using effectively the information it acquires from making assessments. It has only just begun to analyse the results of the annual national tests to identify particular strengths and weaknesses in pupils' performance. The information gained from assessments is not used sufficiently to modify teaching and learning with a view to improving standards further.
43. In subjects other than English, mathematics and science, assessment practice is unsatisfactory. A new system to record pupils' levels of attainment is not yet fully implemented. In some subjects, such as art, the specific skills pupils need are not clearly identified and teachers are unable to judge clearly how well pupils are making progress. The reports issued annually to parents reflect this situation. In English, mathematics and science, teachers' careful recording is used to write detailed accounts of pupils' attainment, but there is too little information about their attainment in other subjects. This means it is difficult for teachers to monitor pupils' progress as precisely as they should as pupils move through the school.
44. Teachers and support staff know their pupils well and make very good provision to support them in their learning and personal development. All staff give high levels of care and concern to their pupils. Consequently pupils feel safe and happy in school and have the confidence and independence to raise any queries and concerns they may

have with staff. Arrangements to monitor and support pupils' personal development are satisfactory. From the reception classes through to the end of Year 6, teachers make good use of opportunities for pupils to discuss issues that are important to them. The planned programme to promote pupils' personal, social and health education is effective. Teachers know their pupils well and, although procedures for monitoring and reporting on pupils' personal development are informal, these work well.

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

45. Parents are very supportive of the school, hold the staff in the high regard and believe their children receive the highest quality of care and education during their time in school. All consider it to be a very open school with all staff willing to listen and talk with parents. There are very good links with parents that provide for their full, regular and quality involvement in all aspects of their children's education and personal development. The school provides an annual questionnaire for parents so that it is aware of their views and can respond to them wherever possible. This represents an area of significant improvement since the last inspection.
46. Parents are welcomed in school and encouraged successfully to become involved in their children's learning. All parents have signed the home – school agreement and the regular consultation meetings are well attended. Many parents make good use of the home-school diaries. They often talk with teachers at the beginning or end of the school day to clarify ways they can help with their children's learning and homework. The school is rightly proud of the very positive contribution the great majority of parents make to their children's learning and considers this partnership to be a vital factor behind the good reading standards being achieved by the pupils.
47. Of particular benefit to pupils' learning and development is the voluntary involvement of parents, governors and other members of the community in the work of the school. Teachers appreciate greatly the valuable contribution of some thirty regular volunteer helpers. They provide weekly support for the pupils' learning, such as listening to them read and accompanying them on their visits to the swimming pool. Of note are the many volunteer helpers who give their time to support pupils in the reception classes. These make a positive contribution to the high standards achieved in literacy and numeracy. Many more parents willingly volunteer to accompany and support pupils on field trips and other educational visits.
48. The school benefits greatly from the fund raising events and social activities organised by the Friends of Lunt's Heath Association. These events are well attended and provide informal opportunities for parents and staff to meet. In addition to fund raising the association also provides a valuable conduit for parents to make their views known to the school.
49. Overall the quality and range of information provided for parents are very good and have improved since the last inspection. The monthly newsletters and frequent letters ensure parents are kept up to date about all aspects of school life. The prospectus and governors' annual report are comprehensive and regarded by parents as valuable reference documents about all aspects of their child's time in school. School policies are maintained in an accessible file and available for parents to see.
50. The school provides parents with very good guidance notes about how to help their children with their homework. There is also an induction / open day during the Autumn term and consultation meetings to review pupils' progress during the Spring and

Summer terms. In addition, “surgery evenings” are organised each term for parents who wish to have more time to talk with teachers about their child’s progress. A number of parents praised the guidance and the opportunities to meet, appreciating the help it gives them in supporting their children’s learning.

51. End-of-year progress reports provide detailed information about what pupils have achieved in English, mathematics and science. However, they contain insufficient information about pupils’ achievements in other subjects and do not identify targets for improvement. There are a small number of parents who would like more information about how well their children are progressing. The school involves the parents of pupils with special educational needs in discussions about their children at a very early stage. It keeps them fully informed and works closely with them in meeting their child’s needs.

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

52. The headteacher provides good leadership. Her work and that of other senior staff ensures that there is a clear educational direction to which everyone subscribes. The aims and values of the school are reflected well in its work. Overall management is satisfactory.
53. Senior managers, subject co-ordinators, teachers and teachers assistants are hard working and are committed to enhancing the quality of education. However, overall their role in managing the curriculum, particularly in term of monitoring the quality of teaching and learning, is unsatisfactory. The last inspection identified as a key issue for action the development of the role of the subject co-ordinators to include aspects of monitoring and evaluation. Some progress has been made on this issue, but not enough. Some co-ordinators, other than those responsible for English, mathematics and science, have not had sufficient opportunities to undertake any monitoring and evaluation of the subjects they lead. Consequently, some are unclear about the quality of provision in those parts of the school where they do not teach. An example of good practice is seen in science where the coordinator has taught in other parts of the school and introduced strategies to help pupils develop their skills during scientific investigations.
54. The governing body fulfils all the duties required of it by law effectively. The headteacher and chair of the governors work closely together. The chair provides valued support. However, governors are not sufficiently involved in monitoring and evaluating the quality of education provided by the school and this is unsatisfactory. A member of the governing body is attached to each subject with the intention of liaising with the subject co-ordinator and keeping other members of the governing body informed about the quality of provision in the subject allocated. These arrangements have been introduced recently and have yet to have a significant impact on the quality of provision. In some subjects no action has been taken. Governors are not sufficiently aware of the strengths and weaknesses of the school and are not in a sufficiently secure position to contribute enough to shaping its educational direction.
55. Suitably challenging targets are set for attainment in the annual national tests. These are usually achieved and illustrate the shared commitment to improve and the capacity to succeed. Those for the 2002 tests indicate that the high standards in English and science are likely to be maintained and those for mathematics will raise levels of attainment above those for the 2001 tests.

56. Arrangements for financial planning are good and ensure that the resources available to the school are used well. The allocation and use of resources is linked clearly to the initiatives for development listed in the plans for improvement. The overall improvement plan is clear and identifies appropriate areas for development. It is closely linked to helpful plans for the development of each subject that are produced annually by the subject co-ordinators. The principles of best value are well-established and integral features of the school's budget management practice. This represents an area of improvement since the last inspection. For example, the principles of competitive tendering are applied to all purchases and the governors have set appropriate criteria for the evaluation and selection of chosen suppliers. Benchmarking information, provided by the Local Education Authority allows governors to compare the financial performance of the school with that of similar schools.
57. Good financial reporting and control systems are in place, which ensure the effective monitoring and management of the school's expenditure. The school secretary uses electronic accounting procedures efficiently to manage the day-to-day budgets and to provide the head teacher and governing body with accurate and up to date budget information reports. The prudent budget management of the governing body enables the continued funding of existing teaching staff in order to maintain the current beneficial structure of classes. Good use is made of specific grants to improve the environment and enhance the pupils' learning opportunities. The employment of two part-time teachers in Years 3 to 6 to provide "booster" classes greatly enhances pupils' achievements in literacy and numeracy. The funding provided by the National Grid for Learning is used well and includes the purchase of fifteen laptop computers. Consequently the school is well placed to enhance the pupils' learning through the use of information technology.
58. The use of new technology in the school is satisfactory. It is used well to support the school's financial and administrative processes. Good use is made of e-mail services to exchange management related information with the Local Education Authority. However, no use is made of automated systems to record and report pupils' absences and late arrivals.
59. The match of teachers and support staff to the demands of the curriculum is good. It is maintained because of the prudent financial management of the governing body. Resources are used well to promote high standards in literacy and numeracy and provide two additional staff to support learning in the reception classes and in Years 1 and 2. The school administrative staff, mid-day supervisors and caretaker are dedicated to their duties and ensure that the day-to-day life of the school functions effectively. Satisfactory procedures are in place to promote the performance management of teachers and the headteacher. These are appropriately linked to staff training and development needs. Effective induction procedures are in place for new staff.
60. Overall the accommodation is satisfactory, providing a range of interesting and stimulating learning environments. It is used well by staff for the benefit of the pupils' learning and personal development. The woodland area and the area provided for children in the Foundation Stage to play safely outside are used very well. The playgrounds are also used well at playtimes and lunchtimes when pupils have access to a good range of games and play equipment. There is very little space for teachers to store samples of pupils' work from art and design and from design and technology. However, the available storage space is used effectively because subject co-ordinators organise the storage of resources well, ensuring they are kept tidy and are readily available for their colleagues to use. Sometimes the open plan style of classrooms in Years 1 to 6 means teachers are very aware of the impact their work has on other

teachers and the pupils working in adjacent areas. However, the skilful use of these areas by teachers and the good attitudes that pupils have to their learning mean disruptions are kept to a minimum. The library for Years 3 to 6 is located in an open plan area. Occasionally, this restricts pupils' access to independent learning and research opportunities. Overall the range and quality of resources for learning are satisfactory.

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

61. In order to improve the quality of education that the school provides, the headteacher, Governing Body and the staff should:

**1) ensure that assessment procedures are in place for all subjects and that the information is effectively used to plan work which challenges all pupils at an appropriate level.**

*(paragraphs 42, 95, 111, 123, 129, 135, 149, 160)*

**2) develop fully the role of subject co-ordinators in monitoring and evaluating the quality of teaching and learning:**

- ensuring that co-ordinators have a clear understanding of their role in relation to monitoring and raising standards;
- providing opportunities for co-ordinators to monitor teaching and learning in the subjects for which they are responsible.

*(paragraphs 53, 96, 117, 123, 135, 143)*

**3) raise standards in information and communication technology in Key Stage 1 by:**

- ensuring information and communication technology is used appropriately to enhance pupils' learning in all subjects;
- ensuring all aspects of the National Programme of study for the subject are covered adequately;
- ensuring that all teachers have received training to ensure that they have appropriate levels of subject knowledge.

*(paragraphs 8, 18, 27, 97, 131, 136, 137, 138)*

**4) raise standards in art and design in Key Stage 2 by:**

- allocating sufficient time for teaching the subject;
- giving sufficient attention to the progressive development of skills, knowledge and understanding in all aspects of the subject;
- providing more opportunities for pupils to use their sketch books as a source of ideas for developing their work in art.

*(paragraphs: 7, 113, 115)*

**5) raise pupils' achievement in writing to the same high level they achieve in reading and speaking and listening by providing more opportunities for pupils to undertake sustained and independent writing in English and in other subjects.**

*(paragraphs 5, 16, 27, 88, 89, 90, 131)*

**6) develop fully the role of the governing body in monitoring and evaluating the quality of education the school provides.**

*(paragraph 54)*

In addition, the governors should also consider the following areas for improvement for inclusion in their action plan:

- ensure that worksheets which constrain pupils' learning opportunities are not overused;

*(paragraphs 5, 16, 27, 88, 89, 90, 131)*

- improve the arrangements to monitor absence and late arrivals;

*(paragraphs 13, 40, 58)*

- ensure that pupils' attainment and progress is included in appropriate detail for all subjects in the reports provided annually for parents.

*(paragraphs 43, 51)*

The school is aware of many of these issues and has already begun working to address them.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	46

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	17	15	1	0	0
Percentage	2	36	32	28	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		282
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		24

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	3.3
National comparative data	5.6

School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	17	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	22
	Girls	16	17	17
	Total	38	38	39
Percentage of pupils at NC level 2 or above	School	95 (95)	95 (98)	98(91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	16	16	17
	Total	38	38	39
Percentage of pupils at NC level 2 or above	School	95 (93)	95 (93)	98 (91)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	25	20	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	13	23
	Girls	20	12	20
	Total	39	25	43
Percentage of pupils at NC level 4 or above	School	87 (93)	56 (85)	96 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	19
	Girls	18	14	20
	Total	32	32	39
Percentage of pupils at NC level 4 or above	School	71 (91)	71 (87)	87 (98)
	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	2
Black – African heritage	
Black – other	
Indian	3
Pakistani	
Bangladeshi	
Chinese	
White	274
Any other minority ethnic group	3

*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)	11.4
Number of pupils per qualified teacher	22.7
Average class size	25.6

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

Total number of education support staff	3
Total aggregate hours worked per week	32.5

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Financial information**

Financial year	200-01
	£
Total income	562794
Total expenditure	544039
Expenditure per pupil	1902
Balance brought forward from previous year	34282
Balance carried forward to next year	53037

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	282
Number of questionnaires returned	173

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	1	0
My child is making good progress in school.	50	47	1	1	1
Behaviour in the school is good.	52	43	1	1	3
My child gets the right amount of work to do at home.	27	56	15	2	0
The teaching is good.	51	45	1	1	2
I am kept well informed about how my child is getting on.	28	53	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	51	41	8	0	0
The school expects my child to work hard and achieve his or her best.	56	42	1	0	1
The school works closely with parents.	28	54	15	2	1
The school is well led and managed.	48	43	5	1	3
The school is helping my child become mature and responsible.	47	49	1	1	2
The school provides an interesting range of activities outside lessons.	36	45	8	2	9

## **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**

62. The children in the Foundation Stage are taught in two Reception classes. The good standards achieved in the previous inspection have been maintained. Most children have received pre-school experience in a nursery school or playgroup. Attainment on entry is generally above the expected level in all the areas of learning and the children make good progress, reaching or surpassing the Early Learning Goals by the time they move into Year 1.
63. Teaching is good with very good features. The two teachers plan their work closely together, especially in Numeracy and Literacy. The individual work provided for the children is usually carefully matched to their abilities, consequently they often make very good progress. A detailed system of recording children's progress towards each of the Early Learning Goals has recently been developed and this is helping teachers to refine the planning to meet individual needs. The children benefit from the very good support provided by the classroom assistants who understand the needs of young children very well and carefully follow prepared plans when working with small groups. Parental help is frequent and much appreciated by the school.

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

64. The teaching in this area of learning is very good with children making good progress and exceeding the identified Early Learning Goals by the end of the year. They quickly learn and follow the routines of the school. Teachers and other adults make good use made of circle time and incidental opportunities that arise throughout the day to develop the children's skills of relating to and considering the needs of others. In one lesson, for example, children discussed situations and comments that they find hurtful and the importance of making kind remarks to others.
65. Children demonstrate high levels of consideration for others. For example, in gymnastics lessons they share the space and apparatus well. They are encouraged to be independent and are expected to dress and undress independently and to deal with their own personal hygiene needs, which they manage confidently and effectively. Most children willingly accept their share of responsibility when tidying the room at the end of each session in the classroom. The adults set a good example and show respect for one another and the children; as a result, good relationships are formed with the children behaving very well. They are polite and attentive to the adults and amicably share ideas and resources when working and playing in small groups.

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

66. The communication skills of the children entering the Reception classes vary but most are average and above. Almost all children achieve well in this area, making good progress and going beyond the levels set by the Early Learning Goals by the time they enter Year 1.
67. The children are attentive listeners and communicate their ideas and needs clearly and audibly. They frequently speak in extended sentences often at some length, and are able to explain what they are doing and the reasons for the outcomes of their activities. This was evident when discussing the behaviour of birds in winter and the effects of

different substances on blocks of ice. They use language effectively to clarify their thoughts when balancing lighter and heavier objects, and to negotiate roles in the classroom café.

68. The teaching is satisfactory overall, and some good teaching was seen during the inspection. The whole class shared reading sessions are good, with the teachers effectively widening the children's vocabulary and focusing well on the reading and writing skills that emerge. The children enjoy these periods and are highly motivated and learning well. They are able to identify the title, author and illustrator of the book, recognise full stops and capital letters and can predict rhyming words in the text. In one classroom the follow up group tasks, are carefully prepared to challenge children of different abilities. Occasionally this feature is not so well managed and too much time is spent colouring in worksheets.
69. The phonic sounds of letters are being taught systematically. Most children recognise and use these competently at the beginning and ends of words, with many, especially the higher attainers using their knowledge to read and spell unfamiliar words. All children have started to read the books from the school reading scheme, and most make good progress. They take their books and word lists home to read with their parents. The school provides good guidance on this and the extra practice is impacting positively on standards. There is a good range of quality reading books in the class book corners, which the children read with interest and pleasure.
70. The children are able to write their names, usually holding their pencils and forming their letters correctly. They write labels and captions, with only a minority needing to copy write. Most are able to compose a short sentence, sometimes requiring adult support, but there is a significant number of higher attainers who are beginning to write independently.

### **Mathematical development**

71. The children achieve well in this area and most are well on target to go beyond the Early Learning Goals by the time they leave the Reception class. The quality of teaching is good. Most children have a good understanding of numbers to ten and recognise and order numbers above this in different contexts, for example on a number line or a hundred square, or when completing a jigsaw puzzle based on a number sequence. The children, including the lower attainers, are able to compare two or more numbers and use language such as "more" and "less". They are taught, and learn how to write and form numbers correctly and many are beginning to understand and record basic addition and subtraction facts.
72. Children sort and match objects into sets, recognising similarities in shape, colour and size. They demonstrate and reinforce this knowledge by organising an array of ten snowmen so that no two are exactly the same, changing different features and colours. They enjoy this activity and engage in some discussion and close observation in order to accomplish the task
73. The teachers are careful to use and extend the children's mathematical vocabulary and to provide opportunities for practical "hands on" experience to teach and reinforce the concepts. A lesson on relative weights ranging from lighter, heavier and heaviest was well planned and prepared. There was a good range of objects of different weights for the children to feel, estimate, balance and discuss. The teacher's initial input at the beginning of the lesson and her intervention throughout was clear and constructive, which very effectively led the children towards an understanding of a difficult concept.

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

74. Most children entering the Reception classes have a good knowledge and understanding of the world. The quality of teaching is good. Consequently they make good progress and by the time they enter Year 1 most exceed the early learning goals.
75. Teachers provide good experiences that capture the children's interest, motivate them to ask questions and make observations. Because of this they learn well and their knowledge and understanding are widened and deepened. In a lesson where children were discussing the properties of ice and experimenting with different substances to increase the melting rate they were able to make predictions about the outcomes. Teachers make good use of the opportunities that arise to introduce the correct language and to direct the children's attention to using all their senses to assist them in their observations. Activities are exciting and capture the children's attention such as when they sat quietly and listened to the ice cracking when salt was applied to the surface. They are provided with good insights into the natural world, by watching acorns grow and setting up bird feeders in the woodland area.
76. Children are developing a good understanding of the past by discussing the differences between "then" and "now". The teachers make good use of the very supportive parents who help their children compile information about themselves and their families to use in school as an introduction to learning about chronology. In one very good lesson the teacher skilfully led a discussion on the sources of evidence for events from the past, using a collection of old photographs and those of a child who had recently visited Canada. Technology is used to bring their learning to life for example, when the teacher introduced the notion of recording events on a cassette, the children were delighted to hear the playback of themselves reciting, "Twinkle, Twinkle, Little Star", and a recording from the past of the teacher's own children one Christmas morning.
77. There is a computer in each room and the children are able to change a program and use the mouse confidently to move features around the screen and to draw and paint. However, there are too few opportunities to children to undertake these activities.

## **Physical development**

78. Provision and teaching are good in this area and most children are on course to exceed the Early Learning Goals by the time they start Year 1.
79. There is an attractive and well equipped outdoor play area, where the children demonstrate their good awareness of space and control when using tricycles, scooters and trailers. These skills are also evident during their gymnastic and dance lessons in the school hall. Most children are able to follow instructions to stop and start promptly and, in a gymnastics lesson, to use the apparatus with consideration for the space and safety of others. In a good lesson seen during the inspection the teacher ensured that the lesson moved at a good pace and was well structured to ensure progress and consolidation. The children devised a variety of stretching and curling movements on the apparatus using different levels. They did this well and worked with enjoyment and enthusiasm.
80. The children are provided with plenty of opportunities to develop the finer skills of folding, cutting and sticking, which they do very well. They show good control when using scissors, pencils and brushes, and also when they are using construction materials and fitting jigsaw pieces together.

## **Creative development**

81. Progress in this area is satisfactory and most children will achieve the identified Early Learning Goals by the time they begin Year 1. Teaching is satisfactory.
82. The children are provided with opportunities to use paint and a variety of collage materials and are taught how to use them effectively. The teachers, however, too often over-direct and control the outcomes so the children do not have sufficient opportunities to experiment with their own ideas and extend their imaginations. In connection with their winter topic, they create snow paintings and snowflakes, and have worked as a group to make a very attractive robin from birdseed and nuts. They are shown different ways to use paint and have fun making bubble pictures and hand paintings.
83. Some of the creative activities provided in the classes are not being given a high enough priority in the Reception classes. The children enjoy singing songs and rhymes and moving to music. They use the percussion instruments to represent different sounds, such as that of a woodpecker and enjoy the opportunities they are given to participate in role-play, using the café, the travel agents or the puppet theatre. These activities, however, are not being utilised to the full to help children develop their creativity or language and musical skills.

## **ENGLISH**

84. Inspection findings show that at the end of Years 2 and 6 standards in English are above average. This reflects the results of the annual national tests in recent years. Most pupils make good progress. Those with special educational needs are well supported, included effectively and make good progress towards their individual targets. The school has maintained the standards identified in the previous report.
85. Attainment in speaking and listening is well above average by the end of Years 2 and 6. Pupils of all ages and abilities communicate clearly with each other and with adults. Many pupils are eager to engage in conversation and they listen attentively to the views of others, responding well to the good opportunities for discussion provided by their teachers. They express their thoughts and ideas openly, sharing their views and opinions confidently during class discussions. By the age of eleven, most pupils speak with fluency and confidence. In one Year 6 lesson, pupils gave constructive opinions on the value of homework and in another pupils were able to explain how to achieve a balanced report through the use of argument and counter-arguments. Key Stage 1 pupils enjoy reciting their favourite poems and make good use of their voices and expression to achieve the best impact. Teachers in both key stages consistently try to extend pupils' vocabulary by using subject specific language whenever possible and by giving clear and precise explanations of the meanings. Teachers develop pupils' speaking skills as they skilfully draw out pupils' ideas and elicit thoughtful answers. In the shared text sessions of the Literacy Hour, the teachers work hard to extend and broaden the pupils' knowledge of spoken language and pupils develop a breadth of vocabulary to explain their thoughts and ideas clearly. Many opportunities are provided for pupils to take part in group and whole class speaking activities, such as choral speaking, drama, role play and debates which further develop their speaking skills. Discussion times and personal and social development sessions are valuable in encouraging the pupils to talk about their own experiences and feelings and these are managed well by teachers.

86. Standards in reading are well above the national average at the end of both key stages and this aspect is a strength of the school. During their time in Years 1 and 2 pupils develop a love of books and most read enthusiastically. Systematic teaching of letter sounds and patterns within a word rich environment gives pupils confidence and the appropriate skills to build words. Most pupils, by the end of Key Stage 1 are reading accurately and confidently and using appropriate ways of understanding new and unfamiliar words. Higher and average attaining pupils read expressively, with a good degree of accuracy and fluency. They use a range of strategies to sound out more complex words. They can make inferences from clues in the text and make reasonable predictions about the possible outcomes. Lower attainers enjoy books and are becoming increasingly confident in using their knowledge of letters and sounds to build unfamiliar words. They can talk about the characters and the story content in the books they read which shows that they are beginning to read for meaning.
87. Throughout Years 3 to 6 most pupils develop their reading skills successfully and by the age of eleven a high proportion exceed the level expected. Higher and average attaining pupils read expressively and fluently from a wide range of books. They talk about their preferences for particular authors and titles and many read for pleasure on a regular basis. They summarise stories well, giving good explanations and referring to the characters and plot. Lower attainers also read fluently and accurately and show good understanding of what they have read and recall suitable detail. The school has worked hard to encourage this love of reading and provides a good range of books that appeal to both pupils' interests and their reading abilities. For example, in attempts to inspire some of the boys who are less enthusiastic readers, a good selection of books to capture their interest has recently been purchased. Time is allocated each day for pupils to read quietly and this is used very productively and helps to promote good reading habits. All pupils are encouraged to take their reading books home and a record of their reading progress is kept in which both teachers and parents can comment. Those parents who listen to their children reading regularly at home make a valuable contribution to their children's learning. Pupils with special education needs make good progress overall especially when they are supported in small groups.
88. In writing and spelling, almost all pupils attain standards that are at the level expected nationally and a significant proportion, especially in Years 1 and 2, reach the higher level. However, standards are not as high as those for speaking and listening or for reading and there are shortcomings in the development of pupils' writing skills that need to be addressed. Pupils are not gaining the full benefit of developing their writing skills alongside their growing facility in reading and spoken English. Throughout the school there is a strong emphasis on teaching the basic skills and techniques and pupils make satisfactory progress. However, at both key stages, pupils' writing efforts are constrained by the need to fill in and complete photo-copiable work sheets or textbook exercises. It is evident that pupils are competent in applying their knowledge because there are some good examples of extended writing and empathetic writing across other areas of the curriculum. However, these valuable opportunities are too infrequent and pupils are not given enough opportunities to write at length.
89. In Years 1 and 2, higher and average attaining pupils have a good feel for story language and organise their writing appropriately for that purpose. They construct their sentences well, spell accurately and punctuate their work suitably. They make satisfactory use of adjectives to add interest to their stories. Lower attaining pupils write simple sentences using full stops and capital letters appropriately with simple words spelt correctly. Very good progress is made in handwriting and pupils form their letters accurately and neatly and most can write in a fluent joined script. Standards of presentation are very good. A particularly good example of this was seen where a Year

2 pupil had retold the Christmas story. It was very well written and beautifully illustrated to a standard that could be published. Unfortunately, although pupils are clearly competent, there is only limited evidence of sustained and creative writing.

90. In Years 3 to 6, pupils make satisfactory progress in their writing with clear development of their understanding of grammar, parts of speech and comprehension exercises for extracting relevant information from a short passage. Pupils make good use of their own personal experience and wide reading background and the content of their work though brief is often good. During the Literacy Hour, pupils are developing a sound understanding of the different genres of writing. They become more aware of the use of descriptive language to gain affect. For example, the reading of "Theseus and the Minotaur" led to a good discussion and several pupils were able to talk about the type of language used, particularly the adjectives chosen by the author for effect. They were also able to suggest alternatives for "brave", such as "valiant" and "fearless". By the end of Year 6 the pupils have gained a satisfactory awareness and the skills to structure different styles of writing. For example, Year 5 and 6 pupils demonstrated their ability to organise their views and produced securely argued and balanced reports. One pupil adopted the role of chairman for the forthcoming debate on the value of homework and produced an excellent opening statement which was unbiased and set the scene very well. However, overall too much of the work is based on worksheets and textbook exercises and pupils have too few opportunities to write at length and to apply their skills and knowledge.
91. Throughout the school, word lists, including the key words from the National Literacy Strategy, are regularly taught and tested and pupils are reminded regularly of the need to spell words correctly. Pupils make effective use of dictionaries to find the meaning of words and the thesaurus to find synonyms. There is a very structured approach to the teaching of handwriting that emphasises the need for correctly formed, even handwriting and this is having a positive effect. In practice sessions pupils' handwriting is neat and letters are joined correctly.
92. Throughout the school, relationships are very good. Pupils respond well and behaviour in lessons is good. Younger pupils enjoy the shared reading times provided within the literacy hour. They listen well, are attentive and show interest in their work. Older pupils have a very positive attitude to their work and generally maintain good levels of concentration and effort. They collaborate well when given the opportunity in their groups. Pupils of all ages and abilities respond well when teachers' expectations are high. They are interested in the work they are given and gain enjoyment from their success. On other occasions when the work set is unchallenging or is too hard pupils lose interest and the motivation to learn.
93. The overall quality of teaching in English is good and makes a significant contribution to the good progress made by the pupils. Most lessons follow the principles set out in the National Literacy Strategy and teachers' planning, in the main, is detailed and thorough. Teachers usually make flexible use of the text and sentence and word sessions as appropriate for the needs of the pupils. In the best lessons, when teachers provide an interesting stimulus through well chosen shared reading texts they capture pupils' interest and this results in pupils working productively and putting in a great deal of intellectual effort. However, on occasions teachers do not set sufficiently high expectations for all pupils in the mixed age classes. Not enough consideration is given to planning for the different levels of ability and maturity. There is too much reliance on worksheets and textbooks. These exercises are sometimes too easy and do not provide stimulating, challenging language activities that enable pupils to make sufficient strides in their learning.

94. A strong feature of the most effective lessons is the good use of the introductory session to revise previous work and set a clear focus for the learning. The purpose of the lesson is explained clearly to the pupils, so that they understand what is expected of them. The teachers use the plenary session effectively to assess and reinforce learning as well as to share successful outcomes with the class. A further good feature of the teaching is the link made with work in other subjects such as history and religious education. A very good example of this was seen when pupils in Years 3 and 4 had chosen their favourite poem or extract from a book and this was related to similar genres in writing within the Bible.
95. There are some good examples of marking when teachers make useful comments that are encouraging and also identify areas for development for pupils. However, pupils do not make corrections to their work and the good guidance can sometimes go unheeded. There are formal assessments each year and national assessments at the end of the key stages. This information is used to set targets for future years but is not thoroughly analysed in order to set individual targets for pupils or to involve them in evaluating their own performance. Although some teachers have introduced targets for groups or individuals this is not regular practice.
96. The co-ordinator for English is an experienced teacher and has a great interest in the subject. Since the last inspection the monitoring of planning and teaching and learning has been introduced but it still requires further improvement. The co-ordinator has only limited opportunities to gain a comprehensive overview of the teaching of the subject throughout the school. Currently the monitoring she does is not being used to assist in the process of target setting for groups of pupils nor is it identifying sufficiently clearly where there are strengths and weaknesses in teaching and learning.
97. Resources for English are satisfactory. The school has a range of big books for shared text work in the Literacy Hour and there is a wealth of reading scheme books which are well used to provide a well-structured progression in the teaching of reading. Each classroom has a collection of books for free choice reading, and the libraries are adequately stocked although not used regularly enough to encourage pupils to develop their independent learning skills. The use of information and communication technology to support pupils in their writing endeavours or for research purposes is not a regular feature of literacy lessons. However, pupils have used word processing to present their work for display and many use their own computers at home to gather information for their project work.
98. Overall the improvement since the last inspection has been satisfactory. The good features highlighted at that time have been maintained. The further development of writing is a current priority of the school improvement plan but as yet there is no clear whole school approach towards achieving this target.

## MATHEMATICS

99. Inspection findings show that attainment in mathematics is above the national average by the end of Years 2 and 6. All pupils, including those with special educational needs, are included effectively in all aspects of provision for the subject and make good progress. The results of the annual tests for the end of Years 2 and 6 show standards over recent years to be above average. The exception to this was in 2001 when test results at the end of Year 6 showed attainment to be below average. This was because pupils' skills in the use and application of mathematics were not developed sufficiently well. This shortcoming was not identified early enough to enable teachers to take the measures necessary to improve this aspect of mathematics. Effective arrangements are now in place to ensure this does not happen again.
100. The school has worked particularly hard at extending pupils' ability to apply the theoretical aspect of their learning into real life situations, although this is more obvious in Years 3 to 6 than in Years 1 and 2, where pupils' opportunities are restricted by the excessive use of worksheets. Nevertheless, in Years 1 and 2, pupils apply their skills well when they collect, use and analyse data to explore their likes and dislikes or when identifying common threads through the use of Venn Diagrams. For instance Year 2 pupils can identify multiples of five, which are both even numbers and are greater than twenty. In Year 6, pupils can recall and apply previous learning when they estimate a room of approximately 100 square metres and calculate the cost of carpet for it at £4.99 per square metre. They can also interpret the information from a bus timetable and calculate how long it will take to travel from one destination to another correctly.
101. By the end of Year 2, pupils' counting skills are good. They have a good grasp of number and count forwards and backwards in twos, threes, fives and tens. When counting in hundreds most correctly go from 920 to 1020, although some think the next number in the sequence is 2020. Pupils have a good understanding of place value and their knowledge of number bonds to twenty is secure. They correctly tell the time up to quarter of an hour, handle money in simple problems up to £1.00 and are confident when talking about shapes and their two dimensional properties.
102. In Years 3 to 6, pupils' knowledge of place value and their understanding and application of number continues to develop well so that they can apply the four rules of computation effectively. Higher attainers can divide three digit numbers by two digits and can order decimals to three places. All pupils, including lower attainers, are able to solve satisfactorily simple algebraic problems involving the use of brackets, addition, subtraction and multiplication, but have difficulties when division is introduced into the problem. Pupils explain clearly how to add and subtract both positive and negative numbers. They are knowledgeable about two and three-dimensional shapes and recognise various types of angles as well as being competent when measuring them with protractors. In solving problems, they apply the skills of identifying the processes and estimating the answer well before arriving at a conclusion.
103. The quality of teaching is good overall, although there are weaknesses when pupils' learning is restricted by the over use of worksheets. The National Numeracy Strategy is well managed by the teachers. The start of lessons is always accentuated by a sharp, mental arithmetic session designed to improve pupils' knowledge of number through regular practice. Just occasionally these sessions are too short and the intended outcome is not met quite so effectively. The very good teaching is enhanced by the teachers' high expectations of pupils and matched by equally challenging tasks. For example in Year 6 pupils are fully extended when solving difficult problems. They respond by showing very good concentration and sustained effort as they strive to

achieve success and satisfaction. Mostly, because of the effective use of ability sets, work of an appropriate level is provided for the pupils in each class. Lower attaining pupils receive good additional help from support staff, enabling them to make the same good progress as other pupils. Day-to-day assessment is now becoming effective and teachers' evaluations of the pupils' work are regularly recorded, helping them to identify pupils' progress and to make necessary adjustments to their planning. In some lessons the teaching of mathematics is supported well by the use of information and communication technology. In others, the programs used are not particularly effective and the tasks pupils undertake are not sufficiently challenging.

104. The co-ordinator has a good understanding of what is taught throughout the school. She is responsible for the development of a Maths Improvement Plan and is managing its implementation effectively. The plan includes provision to raise standards through the analysis of national tests and the identification of curricular strengths and weaknesses. It also includes arrangements to monitor teachers' planning and observe lessons. In addition, good procedures are now in place to record and track pupils' progress from year to year. Once these arrangements are firmly established they will provide useful information for teachers. This will help them to identify any weaknesses at an early stage and set clear targets for the improvement of their pupils' learning.

## **SCIENCE**

105. By the end of Years 2 and 6 attainment in science is above average. This is because of the very good attitudes pupils show to their learning in the subject, the effective inclusion of all pupils in all aspects of provision for the subject, and the good quality of teaching. All pupils, including those with special educational needs, make good progress. Teaching in Years 3 – 6 is very good. The high standards evident at the time of the last inspection have been maintained. However, there is a higher proportion of very good and excellent teaching and improvement since that time is good. The results of the National Curriculum tests at the end of Year 6 indicate steady improvement over the last four years.
106. In Year 2 pupils' knowledge of physical processes is secure. They have a good knowledge of forces, friction and gravity which they when investigating the effect that different slopes and surfaces have on the distance travelled by a toy car when it is released to run down the slopes. Good use of questions by their teacher enables pupils to predict what might happen to the cars during this investigation and to compare what actually happens with their predictions. Pupils have a growing knowledge and understanding of living things and examine personal characteristics, identifying the changes they have undergone in their physical make up whilst growing up. They name body parts correctly and know what plants need in order to thrive. They also place animals correctly into groups based on various characteristics.
107. Pupils' skills of scientific enquiry are also established well. When pupils in Years 1 and 2 undertake investigations their teachers ensure they are familiar with the format of recording clearly what they are going to do, the equipment they need, what they will change and what they will not change as the investigation progresses, what they think will happen, and how they will measure and record. As a result their learning is good. By the time pupils move into Key Stage 2 this process is secure and teachers continue to ensure it is applied correctly. Consequently, pupils understand clearly what they are doing.

108. Pupils in Years 3 and 4 achieve very well and attain standards that are high for their ages. This is because of the excellent teaching they receive. They are good at devising their own tests, for example when they investigate the strengths of different magnets. They use the correct scientific language and apply the well established principles for conducting investigations very effectively. They are inspired by the enthusiasm of their teacher to such an extent that when the time comes they are unwilling to stop work. Many undertake independent research on topics they have studied and share their findings very confidently with the rest of their class. Their overall scientific knowledge benefits from good coverage of a range of topics that address the requirements of the curriculum effectively. These include considering what makes a balanced diet, the functions and care of teeth, the human skeleton and features of its growth, and magnetism. Discussions with pupils show their knowledge of all these topics is developed well.
109. Pupils in Years 5 and 6 achieve high standards in scientific enquiry and in their understanding of materials and their properties and of physical processes. They plan investigations that involve making predictions and then devising tests to find out which materials will be the most effective at muffling sounds. When they do this they clearly understand the variables they must consider to ensure the tests they devise are fair. They are able to do this well because of the very good planning and preparation of their teacher and her skilful reinforcement of their previous learning. Science lessons for this age group move along at a brisk pace because teachers set time targets for activities to be completed. When coupled with pupils' good speaking and listening skills when they share ideas, this leads to pupils making very progress. The work is also linked very well to pupils' work and design and technology as they make ear muffs from the various materials to eliminate the sounds made during their investigations to test the muffling qualities of the materials.
110. Information and communication technology is used effectively to enhance pupils' learning in the subject. Pupils often used computers to record, store and analyse the information they gather during their investigations. For example, during the inspection pupils in Years 5 and 6 created spreadsheets on which they subsequently recorded the results of their investigations about sound.
111. Arrangements to assess how well pupils are attaining are good. They are applied very well in Years 5 and 6 where teachers assess the progress their pupils have made after each lesson. Teachers use the information they gain from these assessments well, adapting their teaching appropriately to meet pupils' needs. However, the information is not used to set targets for attainment by the end of Year 6 and the subject coordinator is unclear about how many pupils are likely to attain the higher levels expected when they do the national tests towards the end of their time in Year 6.
112. The strong and effective leadership of the co-ordinator enhances the provision for the subject. She shares her considerable expertise throughout the school with her colleagues. Consequently she is well placed to judge the quality of provision for the subject and react effectively to any areas for improvement. For example, pupils' abilities to undertake scientific investigations to an appropriate standard were identified as a weakness in Years 1 and 2. The co-ordinator has addressed this issue successfully by providing helpful advice for her colleagues and a structure to help plan how they will undertake their investigations. This has led to improved attainment in this aspect of science. The quality of teaching also benefits from the well organised and accessible range of resources for learning maintained by the subject co-ordinator.

## ART AND DESIGN

113. Pupils, including those with special educational needs, make satisfactory progress through Years 1 and 2 and standards in art and design are in line with national expectations by the end of Year 2. The quality of teaching for this age group is satisfactory. The quality of teaching and the progress pupils make is unsatisfactory through Years 3 to 6, so that standards of attainment are below those expected by the end of Year 6. This represents a decline from the position at the previous inspection, when standards were good at both ages. The main reason for the unsatisfactory progress of older pupils is that insufficient attention is paid to the progressive development of skills, knowledge and understanding in the subject. All pupils are included well in the provision made for the subject.
114. By the end of Year 2, pupils have satisfactory drawing and painting skills. Pupils in Year 2 undertake exercises to develop their skills in depicting skin colour and hair texture. They have produced some good quality self-portraits. Autumnal collage pictures, using seeds and berries, are neatly executed, with some pupils displaying better compositional skills. Their observational drawing skills are less secure. This is evident in the facial features of self-portraits and in work to extend the image presented by a cropped photograph. However, some of the photographs used in the latter exercise were of limited appeal to pupils of this age and did not motivate them to observe accurately. Pupils' sketchbooks show a range of work on pattern and texture of satisfactory quality.
115. Pupils in Years 3 to 6 are taught art and design in alternate half-term blocks of lessons. Little of the work completed by pupils in Years 3 and 4 is displayed in classrooms and pupils' sketchbooks show insufficient progress from the work done in Year 2. Some homework tasks are included in them, but the overall volume of work is very low. Observational skills are weak, although some pupils are beginning to use smudging and shading techniques well. Pupils in Year 6 have made some progress since Year 4, but levels of attainment are below those expected. Their sketchbooks are used little as a source of ideas for future development. Some specific techniques, such as pointillism, are introduced, often linked to the work of famous artists, but pupils have few opportunities to choose freely from a range of techniques and media as they interpret their ideas. Some of the best work is connected with pupils' studies in other subjects. For example, in one class, pupils have produced paintings of flowers and drawings of fruits as part of their work in science and these show good observational skills. In another class, work in religious education has resulted in some carefully drawn pictures of mosques.
116. In some parts of the school, the quality of work pupils' work on display is high. In some classrooms, displays provide good sources of inspiration for pupils' artwork. Examples include good quality winter photographs in a Year 1/2 classroom and a display of patterns from a variety of cultures in a Year 3/4 room.
117. Recent national guidance has been adopted as the school's scheme of work to ensure that a suitably broad curriculum is in place. There has not been enough time for this to have an effect on the quality of teaching and learning. The experienced subject co-ordinator monitors teachers' planning and has opportunities to observe teaching and learning throughout the school. However, not enough has been done to ensure standards in Years 3 – 6 are good enough. Many teachers have good knowledge and skills in art but there is a need to develop skills in using a variety of techniques and equipment, including sketchbooks. There is scope to widen the curriculum through regular visits to art galleries and visits by artists to the school. There are some good

books in the art section of the library but further additions are required to include more books on non-Western European art.

## **DESIGN AND TECHNOLOGY**

118. Standards in design and technology are in line with national expectations at the ages of seven and eleven, as was the case at the previous inspection in 1997. Improvement since that time is satisfactory. All pupils are included effectively in the provision made for the subject and make satisfactory progress.
119. Pupils in Years 1 and 2 make satisfactory models of playground equipment using construction kits. From their visit to a local playground, they understand that the equipment needs to be stable and secure. In their models, some pupils add features below 'ground level' to make them more secure. They place additional struts across a rectangle but do not add diagonal pieces for strength and stability.
120. Pupils in Years 3 and 4 have learned how to incorporate moving parts into their designs for Christmas cards or story books, achieving satisfactory standards in both designing and making skills. As part of their work in food technology, these pupils analyse and evaluate types of bread and sandwiches. Their evaluation skills are average but they show good progress in learning to use a wider range of descriptive adjectives. Their designs for sandwiches indicate that they apply their knowledge of healthy foods creatively. Sometimes, too much time is spent on relatively low-level tasks, such as producing attractively coloured menus. A feature of the work in food technology is the excellent use of parent volunteers and learning support assistants to ensure that all pupils are fully included in each stage of the activity. Lessons are well organised to give pupils a well-balanced programme of activities in designing, making and evaluating food products.
121. Some of the work completed by pupils in Years 5 and 6 is at a disappointingly low level. For example, in examining containers they measure and note the purpose of each container but do not evaluate how well the design serves that purpose. However, these pupils have designed and made slippers, mostly of good quality. They have acquired specialist vocabulary well. They know the importance of constructing a prototype, modifying the design in the light of their experience when necessary, before embarking on the final making exercise. They have also worked with wood, using tools such as saws and hammers, but have insufficient experience of incorporating electrical components into models or of using information and communication technology to assist in the design process.
122. The quality of teaching is satisfactory overall. Pupils greatly enjoy their lessons in the subject and learn well by engaging in practical activities. Where teachers are enthusiastic and knowledgeable, pupils are quick to acquire a good range of skills and understanding. From other sources of evidence, it is apparent that teacher expertise in design and technology is variable and that some lack confidence or expect too low a standard of work.
123. The subject co-ordinator has experience, expertise and enthusiasm, but there are too few opportunities to observe teaching and learning in other parts of the school. This means areas of weakness, such as assessment procedures, have not been identified. At the previous inspection, it was noted that these required attention. The school has made insufficient progress in addressing this deficiency. It has only recently introduced

new arrangements, but these require augmentation to ensure that pupils' progressive acquisition of skills is recorded accurately.

124. The school has taken advantage of national competitions and projects to enhance the curriculum for selected groups of pupils and has set up links with industry to stimulate interest in and support for design and technology. There is a satisfactory range of resources and these are readily accessible for teachers to use.

## **GEOGRAPHY**

125. Attainment in geography is above the national expectations by the end of Years 2 and 6. This is an improvement on the last inspection in 1997, which then showed that attainment was in line with that expected. All pupils are included effectively and make good progress as they move through the school. Lessons often make a good contribution to pupils' cultural development.
126. By the age of seven, pupils have gathered considerable information about their own locality. They learn about what is happening around them through local studies. Some of this work takes them on a walk around the area and they become familiar with houses, buildings and landmarks. They are able to say what they like and dislike about what they see. As their geographical knowledge and understanding develops, pupils make comparisons with a contrasting country. In particular, they look at the south of France. From this they can sensibly discuss how people have different ways of life and customs. They talk confidently about types of French bread, such as croissants and baguettes. They know there are differences in languages and they are aware that the Mediterranean Sea is warm and that the English Channel separates England from France. In discussion about these matters they are confident and their knowledge is above that normally expected for pupils of a similar age.
127. The good progress pupils make is continued through Years 3 to 6. Some good investigational geography is carried out in Year 4, when pupils study The Water Cycle. They develop good understanding of the process through conducting experiments during their science lessons involving the evaporation of water. Sometimes, however, the range and quality of these and similar experiments are restricted by worksheet activities, which curtail a wider range of practical learning activities. Pupils' mapping skills are developed well. In addition to making maps, they can use them purposefully to identify places and features using symbols and co-ordinates. Year 6 pupils discuss aspects of world geography sensibly. They can talk about countries in each of the continents and make some reasonable comparisons. They can name many European countries, capitals and rivers and locate several cities and large towns on a blank map of the British Isles.
128. Throughout the school the quality of teaching is good. Teachers' planning, classroom displays and the extent of pupils' learning, gathered from their workbooks and through discussions, are indicators of the good progress pupils have made in lessons. Pupils also indicate that they enjoy lessons and learning about other people and places.
129. Some aspects of subject leadership are good, but there are other areas in need of further development. The subject leader has used her expertise to write a scheme of work specifically designed to meet the school's needs and which incorporates the elements of the National Curriculum appropriately. She offers good support to her colleagues and ensures that resources are sufficient to support them in their lessons. However, she is aware of the need for more rigorous monitoring of the curriculum and

teaching and to implement assessment procedures to successfully monitor pupils' progress through the school in order to raise standards further.

## HISTORY

130. Pupils throughout the school, including those with special educational needs, make satisfactory progress overall and attain standards that are broadly in line with those expected for their age. Standards are similar to those found at the last inspection. All pupils are included well in the provision made for the subject.
131. By the end of Year 2, the pupils have some understanding of chronology and how things change over time. They appreciate the difference between the recent past and long ago. They are developing their understanding of the way people lived in the past. They learn to identify differences in life in other times through discussion and examination of objects, such as clothing and objects in everyday use at the time. However, some over-direction is evident in the teaching and this along with the narrow range of activities has restricted the learning opportunities for these pupils. Recording and presentation skills through writing and the use of information and communication technology have not been progressively developed because pupils have not been given enough opportunity to write for themselves.
132. As they move through Years 3 and 4, pupils gain a satisfactory appreciation of other civilisations. Through their studies of Ancient Greece and Egypt they develop their skills of enquiry by asking questions, such as "What can we learn about Ancient Egypt from looking at these objects?" As part of their work on Ancient Greece pupils become aware that events in history may be interpreted in different ways. During a discussion in a Year 3 and 4 lesson, pupils showed good awareness of the way the account of the Persian invasion at Marathon and the success of the smaller Greek army could be told by soldiers on either side.
133. By the age of eleven, pupils display a satisfactory level of knowledge of dates and events and an understanding of significant periods in British history, such as the Tudors, the Victorians and Britain since 1930. Older pupils studying the Victorians are developing satisfactory skills of research and interpretation, for example, in considering life for poor children in 1840. They empathise with children of that time and write in different styles, such as 'Dear Diary', to explain the conditions of life and work. They make satisfactory use of information and communication technology at home to research facts and information about famous Victorians, such as Florence Nightingale, Charles Dickens, Isambard Kingdom Brunel and Benjamin Disraeli. They develop their skills of chronology by placing people and events in the past on a time line.
134. Teaching is satisfactory in Years 1 and 2 but the pupils are not presented with enough first hand opportunities to deepen their knowledge. Too much time is spent colouring worksheets. Teaching is satisfactory overall in Years 3 to 6 with examples of good teaching, especially in Years 5 and 6. Teaching, especially in Years 5 and 6, enables pupils to acquire a sense of chronology and provides them with opportunities to look at different sources of evidence and artefacts. This enthuses pupils and makes them keen to apply their knowledge and skills. The better teaching ensures that pupils experience a good range of activities and learning opportunities. Teachers' own good understanding of the subject and their high expectations encourage pupils to think critically about events from the past. This motivates pupils well and stimulates their curiosity. A good example of this was seen in Year 3 and 4 when pupils were taught about the Ancient Greeks. They were captivated by the story of the events in Marathon.

The teacher told the story very well and provided additional details that really brought the picture to life. Skilful questioning prompted the pupils to consider how both the Persians and the Athenians would feel. This resulted in pupils giving some very perceptive answers and becoming fully involved in the account. They also developed an understanding of how modern events, such as the Olympic Marathon, have connections with the past. They also realised that the Ancient Greeks were the first people to write documentary accounts of battles.

135. The subject lacks clear leadership. There is an outline plan of what should be taught and some account is taken of the national guidance provided for the subject but its use is selective and inconsistent. There is no system in place to monitor the quality of teaching and learning. Pupils' work is not regularly assessed. Consequently, there is insufficient information available for teachers to plan future work. There has been little development in the subject since the last inspection. It is left very much to the interest and enthusiasm of individual teachers. The co-ordinator hopes to be given some opportunity to gain an overview of the subject later in the year.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

136. Pupils' attainment in information and communication technology is below national expectations by the end of Year 2 and in line with national expectations by the end of Year 6. In Years 3 – 6, pupils make satisfactory progress. However, progress in Years 1 and 2 is unsatisfactory. This represents a decline in standards since the previous inspection, when they were satisfactory at the end of Years 2 and 6. There are several reasons for this decline. The most significant is that too little time is provided for pupils to work on computers. More recently, technical problems with networked computers have further decreased the opportunities for pupils to learn.
137. Pupils in Year 2 carry out basic operations such as using the mouse to click on to and drag icons and other features across the screen. They use the letter keys slowly in simple word-processing work. However, most remain dependent upon an adult to carry out many basic tasks, such as filing and saving their work. They have covered only a small proportion of the National Curriculum programme of study. Consequently, pupils do not acquire the range of skills expected of them and their progress is unsatisfactory.
138. Each class in Years 1 and 2 has a weekly timetabled lesson in the subject. Although there are six computers in the shared Years 1 and 2 area, teachers typically teach individuals or pairs of pupils on one or two machines whilst the other pupils complete worksheets. This is an inefficient use of resources. The worksheets often have only a marginal connection with the subject. For example, pupils collect data to be recorded in the form of a pictogram but the program used on the computer produces a block graph instead.
139. Pupils in Year 6 achieve satisfactory levels of attainment in those aspects of the subject they have studied. They know that some equipment uses computer technology and understand that this has advantages and some disadvantages. Their ability to organise text when word-processing is satisfactory. They use spreadsheets as part of their work in mathematics and have had some limited experience of using computers to produce artwork. Pupils have used CD-ROMs to extract information for research purposes, downloading and printing the relevant portions. Pupils in Years 5 and 6 have sent and received e-mails and used the Internet independently at school. The school possesses a digital camera, but this is not used enough by pupils.

140. The quality of teaching in Years 1 and 2 is unsatisfactory. Teachers have appropriate knowledge of the subject and manage their pupils well. However, teaching methods are not as effective as they should be and this results in unsatisfactory learning and progress. In Years 3 to 6, little direct teaching of the subject was observed during the inspection. In Years 3 and 4, one teacher teaches each class for a half-hour lesson each week. The arrangements in Years 5 and 6 are more complex, involving part-time as well as class teachers. Although the arrangements enable teachers with greater expertise to teach new skills, the practice of these skills throughout the week is dependent upon class teachers. Most possess sufficient subject knowledge to ensure this practice takes place and they incorporate some aspects of information and communication technology work into other subjects. However, many computers are out of use for much of each day. Consequently, pupils have insufficient practice, particularly in word-processing skills, to become proficient in using computers independently. By teaching pupils singly or in small groups, those with special educational needs receive tuition at a suitable level and are fully included in all computer activities. This provision also enables them to make satisfactory progress. However, the potential for the subject to provide programs tailored to their specific needs in other subjects is not developed sufficiently.
141. Pupils are very enthusiastic and enjoy using computers. They work sensibly and are patient as they await their turn on a machine. Pupils in Years 3 to 6 have opportunities to attend a weekly extra-curricular club. This is very popular and there is a long waiting list. Until recently, attendance was dependent upon the presence of a good proportion of their parents, as the computers used were widely spread around the school. The recent delivery of fifteen laptop computers at the beginning of the current term should decrease this dependence and increase opportunities for all pupils to be included. These additional resources also mean the school is well placed to initiate and maintain improvements in standards attained in this subject.
142. The school has set a high priority on the development of information and communication technology and is aware of many of the deficiencies in its current provision. It is taking positive action to address these. There have been extensive technical difficulties, notably associated with networking the new laptops. In the next financial year, it is intended to employ a part-time technician to minimise these problems. The school has also requested the assistance of an external adviser to examine how information and communication technology is used across the curriculum.
143. The experienced co-ordinator monitors the planning throughout the school and has observed several teachers teaching. Nevertheless, there is a lack of direction in the leadership of the subject. In 1997, it was reported that a good scheme of work was in place that incorporated effective assessment practice. Since then, the school has adopted national guidance documents as its scheme of work. More recently, the co-ordinator has taken part in a Local Education Authority working party to devise suitable assessment procedures. Yet last term, a new assessment and recording system was introduced for all subjects, so that valuable work already completed was abandoned. The co-ordinator needs to address the issues of ensuring that all pupils have sufficient time on computers and that they are used appropriately in all lessons.

## MUSIC

144. Attainment in music is in line with expectations by the end of Year 2 and exceeds expectations by the end of Year 6. The progress pupils make, including those with special educational needs, until the end of Year 4 is satisfactory and is good in Years 5 and 6. All pupils are included effectively in the provision made for the subject. Improvement since the time of the previous inspection, when standards were described as satisfactory, is good.
145. By the end of Year 2, the pupils know many songs by heart and sing sweetly and tunefully. They have some experience of playing percussion instruments. Most are able to maintain a steady beat when accompanying their own singing. During the inspection a group of pupils presented a short recital of their music. They play with satisfactory levels of control, and are able to perform with others, accurately following directions to stop and start.
146. The quality of singing throughout Years 3 to 6 is very good. The singing in assemblies is robust and tuneful, with pupils confidently varying the tempo and dynamics to suit different hymns and verses. The choir, which is selected from pupils throughout the age range, is excellent. The breathing, phrasing and diction are all of a very high standard and match the quality of tone and pitch control. The development of other musical skills is less consistent. The pupils in the lower school successfully create a series of percussion effects, without using instruments, to accompany their singing of "Mack the Knife". They cope well with a difficult rhythm. Pupils make good progress in the upper school, where they are taught in two separate year groups by the music coordinator. They listen to a range of music and are able to appraise and discuss the feelings and emotions the music evokes. The good teaching in Year 5 and the opportunities the pupils have to work together to investigate, organise and combine their ideas enable them to produce good musical compositions by the end of Year 6. They evaluate their work and, after further practice, improve their performance. They do this well.
147. The pupils' attitudes to the subject are good. They thoroughly enjoy singing together and participate enthusiastically at all times. They behave very well in lessons, paying close attention to their teachers. They cooperate very effectively in small groups, and benefit from the expertise of the pupils who have music lessons outside school or from peripatetic teachers.
148. The teaching overall is satisfactory, with some very good teaching seen during the inspection in Years 5 and 6 and in the training of the choir. The teachers manage their classes well but many lack confidence in teaching music and as result are not sufficiently adventurous in their curriculum provision, relying heavily on singing and some percussion accompaniments. This means that many pupils do not have sufficient experience of creating and improvising their own musical ideas in their younger years. Where the teaching of music is very good, the teacher has good knowledge and understanding of the subject and shares her enthusiasm and expertise very effectively with the pupils. Key Stage 2 teachers provide good opportunities for evaluating the work, setting a good example themselves by listening attentively to the opinions and suggestions pupils make.
149. The co-ordinator for music is talented and enthusiastic, and uses her expertise well in her own teaching. Her influence on the teaching and learning in the rest of the school is limited for, as noted in the previous inspection, her role is insufficiently developed. Assessment procedures also remain unsatisfactory and little use is made of

information technology. The music curriculum, however, makes a good contribution to the pupils' spiritual, social and cultural development. The choir and recorder group, the regular public performances and the occasional visitors performing and conducting workshops for brass or stringed instruments, enhance and enrich the curriculum. The choir benefits from the excellent shared leadership of the subject co-ordinator and the headteacher. The resources are generally good and include percussion instruments from different cultures. The co-ordinator also hopes to widen the multi-cultural range of resources in the near future.

## **PHYSICAL EDUCATION**

150. It was not possible to observe any lessons in Years 1 and 2. By the end of Year 6 attainment exceeds that expected for pupils at the age of eleven. This is because of the very good attitudes they show to their learning in the subject and the good quality of teaching. Teachers include all pupils successfully during their lessons and in other aspects of provision made for pupils' learning in the subject. Pupils, including those with special educational needs, make good progress. Improvement since the time of the last inspection is good. Standards at that time were in line with national expectations and now exceed those expectations, especially in dance and in games.
151. Teaching link learning in physical education effectively to that in other subjects. For example, during the inspection pupils in Years 5 and 6 created a dance to illustrate the experiences and emotions felt by Anne Frank during her imprisonment in World War II. This provided a valuable link with pupils' work in history. Teachers support pupils effectively as they plan their responses in partnerships and small groups to the musical and literary stimuli provided to inspire their dancing. Teachers also help pupils to identify the main points from the story that their dances need to illustrate. Pupils respond very well to this, often developing sustained dances and offering explanations that show they clearly understand the expectations of their teachers. They also show considerable understanding when challenged by their teachers to evaluate the work they see and offer suggestions for how it might be improved.
152. During games lessons, pupils in Years 5 and 6 display skills and show an understanding of tactics that exceeds that expected for their ages. This is based on the good opportunities for learning provided by their teacher and her skilful use of questions, enabling pupils to explain what they understand. For example, before starting an appropriately small-sided game of football, the teacher asked the pupils what they would be looking for as they played the game. They responded by explaining the importance of passing the ball into spaces and of other players being available in spaces to receive the ball. Pupils then proceeded to apply these principles very skilfully when they played, benefiting from the interventions of their teacher to draw further on their knowledge of the game.
153. The programme of extra-curricular activities is excellent and makes a significant contribution to the high standards achieved by pupils. It includes clubs for dance, cricket, cross country, football, netball, rounders and rugby. These take place at appropriate times of the year. All these clubs are very popular amongst pupils and attended by large numbers. Volunteers, working in partnership with the teachers, lead some of the clubs. For example, the parent of a former pupil, who is a qualified coach, leads the football club. Pupils attending the rugby club benefit from the excellent coaching provided by a highly regarded former professional player, who is also a parent of children at the school. Several of the clubs have achieved successes in various local

and regional competitions. For example, the cricket, rugby and swimming teams are all area champions.

154. The co-ordinator provides strong and effective leadership for the subject. She is a trained specialist and uses her subject knowledge well to influence and support the teaching of her colleagues. For example, she teaches Years 5 and 6 together with colleagues from those year groups, planning the lessons well, leading some parts of the lesson and supporting colleagues whilst they lead other parts. These arrangements are part of the reason why standards are so high in these year groups. Recent courses, provided as part of the National Junior Sports Programme, have contributed significantly to the good confidence shown by teachers when they teach the subject. Arrangements to assess pupils' attainment and the progress they make do not pay sufficient attention to the nationally prescribed criteria by which attainment is judged. Satisfactory use is made of information and communication technology to enhance pupils' learning. For example they use compact disc players to accompany their dancing. Video cameras are used to record some activities, enabling pupils to evaluate their performances and those of others.

## **RELIGIOUS EDUCATION**

155. Standards in religious education are broadly in line with the expectations of the locally agreed syllabus for pupils at the end of both key stages. This is similar to the judgements made during the previous inspection. The pupils, including those with special educational needs, make satisfactory progress, and teachers make sure all pupils are fully included in the lessons.
156. By the end of Year 2, the pupils have a satisfactory understanding of Judaism, including the special occasions, festivals and artefacts. They demonstrate a keen interest and understanding in other faiths. In one lesson, for example, after being shown a video of a Jewish family sharing a Passover feast, pupils asked perceptive questions and showed a willingness to express their ideas openly. By the end of the lesson they had acquired an appreciation of the fact that Jewish people remember events in their history and celebrate the important features. Pupils recognise the significance of the Christian festivals, such as Christmas and Easter. The Christmas story is very well recorded in the special books they produced which tell and illustrate all the events of the Nativity. The higher attaining pupils completed this task very well showing a good understanding of the story content and the feelings of the people involved. The good quality of relationships between teachers and their pupils enables pupils to express their opinions confidently during discussions.
157. By the end of Year 6 pupils have acquired sound knowledge of Christianity and other world faiths. Pupils in Years 3 and 4 gain a good understanding of the importance of the Bible to Christians. In one very good lesson on this theme the teacher actively inspires the pupils to reflect on their own feelings and beliefs by discussing the emotions evoked when reading poems and stories special to them. The teacher then introduces her choice of the 23<sup>rd</sup> Psalm and skilfully reveals her reasons for choosing it and the influence it has had on her life. Pupils in Years 5 and 6 have recently considered aspects of the Islamic faith, such as the life of Mohammed, the Qu'ran, the responsibilities of being a Muslim and the different areas and functions of the mosque. In their lessons, pupils demonstrate their ability to identify different role models and examine the influence they have on their own lives. They then consider and compare how these are similar and different from those of followers of the Islamic faith. Most

- pupils complete these tasks successfully, discussing their ideas thoughtfully and reaching interesting and sensible conclusions.
158. Pupils behave very well in class, show interest in their lessons and are keen to participate in discussions. They willingly share their feelings and views and listen tolerantly to those of others. They cooperate well in small groups, quietly sharing their ideas and staying on task. Too little of their work, however, is recorded in their books, so they do not have sufficient means to help them recall what they have learned or to be aware of the progress they are making.
  159. The teaching is satisfactory in Years 1 and 2. In Years 3 to 6, the teaching is good and occasionally very good. The teachers have good knowledge and understanding of the subject, prepare their lessons well and lead the discussions skilfully and sensitively. They listen attentively and sympathetically to the pupils who then feel confident to share their views and feelings, which helps to deepen their thinking and understanding.
  160. The co-ordinator is very conscientious and enthusiastic. She has a good understanding of the subject but her role is not sufficiently developed to allow her to effectively influence teaching and learning throughout the school and this situation has not improved since the previous inspection. Little use is made of information technology. Systems for assessment and monitoring pupils' progress have not been developed.