

## INSPECTION REPORT

**ST. BARNABAS C of E PRIMARY SCHOOL,  
BARNETBY**

Barnetby-le-Wold

LEA area: North Lincolnshire

Unique reference number: 118004

Headteacher: Mrs A. Kipling

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 17 – 20 September 2001

Inspection number: 197600

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	St. Barnabas Road Barnetby-le-Wold North Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A. E. Eastcrabbe
Date of previous inspection:	22 <sup>nd</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M. Shepherd 11328	Registered inspector	English Foundation Stage History Geography Music Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi 11450	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr J. Good 1411	Team inspector	Mathematics Science Religious education Information and communication technology Art Design and technology Physical education	How good are curricular opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

St. Barnabas Church of England School, Barnetby is a primary school with all reception children entering the school in the autumn term. Attainment on entry is average. There are 139 pupils, which is smaller than average with 65 boys and 74 girls. All the classes are of mixed-age groups, with the Years 1, 4 and 5 pupils split between two classes. This term, a new teaching team of the headteacher, a part-time teacher, a graduate teacher and a classroom assistant have begun working together in the Years 1/2 class. There is a high level of mobility of pupils each year due to the high proportion of rented accommodation in the village. Six per cent of pupils have free school meals, but a high proportion of pupils bring sandwiches to school. Twenty-seven per cent of pupils are on the register for special educational needs, which is higher than average. There are five pupils with statements of special educational needs, which is higher than average. There are no pupils from minority ethnic groups.

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

This is a very good school. Both the pupils who began school in reception and the many pupils who join the school after this time make good progress from Year 1 through to Year 6 where standards are above average in six subjects. There are very effective systems to ensure all pupils are included in the stimulating curriculum. There are many very good features in teaching between Years 1 and 6. The headteacher and deputy headteacher have a deep commitment to the school and are very effective. The school provides good value for money.

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

- Standards of Year 6 pupils in English, science, art and design, geography and design and technology are above average. Standards in music are well above expectations.
- Pupils with special educational needs make very good progress.
- Attitudes, behaviour and personal development are very good.
- Teaching is good from Years 1 to 6.
- Leadership and management of the headteacher and deputy headteacher are very good.
- Spiritual development is excellent; moral and social development are very good.
- There is a safe, caring context for learning with very good relationships where pupils' contributions are valued.

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

- Teaching in the reception and Year 1 class is unsatisfactory.
- Progress in mathematics is slower than in English and science.
- The information and communication technology curriculum has not yet been taught completely.
- The monitoring of teaching is not recorded formally.

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

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

The school was last inspected in September 1997. The school has made good improvement since then. Standards have improved significantly in science and music. Standards in Year 6 have improved in art, design and technology, geography and in reading of fiction. Teaching has improved significantly between Years 1 and 6, but deteriorated in the reception class. Leadership and management have improved, together with the efficiency of the school and staffing. The new computer suite and millennium library have improved the quality of the accommodation.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	C	C
Mathematics	D	D	C	C
Science	B	C	A	A

**Key**

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

National comparisons for the 2001 national tests were not available at the time of the inspection and are therefore not included in the table. The 2001 national tests show an improvement in English, fewer pupils reaching Level 4 in mathematics than in 2000, but all pupils gaining Level 4 in science. Inspection findings showed that pupils' attainment in English and science is above average and in mathematics is average.

Standards of the Year 2 pupils in the 2000 national tests showed writing above average, and reading and mathematics below average. Inspection findings confirm that standards in writing are above average, but that standards in reading and mathematics have improved and are now average.

The trend over the past four years is broadly average. The school sets demanding targets and has exceeded them this year. Boys have been underachieving over the past four years in Key Stage 1, but this was not evident during the inspection, with the new teaching team challenging boys successfully.

Standards of Year 6 pupils are well above expectations in music and above expectations in art and design, geography, design and technology. Standards in information and communication technology are below expectations for Year 6 pupils.

Pupils with special educational needs make very good progress and more able pupils achieve their potential.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school and their work. They are enthusiastic in their approach to tasks in lessons.
Behaviour, in and out of classrooms	Behaviour is very good in lessons, around the school, at playtimes and in assembly.
Personal development and relationships	Personal development is very good. Pupils have an excellent understanding of the impact of their actions upon others.
Attendance	Attendance levels are well above average and punctuality is very good.

Pupils accept responsibility willingly. They have a great awareness of their place in the whole school community.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	Good	Very 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.*

From Years 1 to 6 teachers work very effectively with the high quality classroom assistants. These teachers have high expectations of all pupils. Pupils with special educational needs are supported very effectively and more able pupils are challenged to achieve their potential. In these classes teachers are very enthusiastic. This produces a matching response from pupils, who try hard to improve their work. There are excellent features in the Years 5 / 6 class in religious education, English and science and some excellent features in the teaching of the music specialist. From Years 3 to 6 the teaching of English and science is very good. In the Years 1 / 2 class, teaching in these subjects is good. Mathematics teaching is good. Teachers are skilful in teaching literacy and develop these skills well in other subjects. The teaching of numeracy is satisfactory.

Teaching in the Reception / Year 1 class has some poor features. These include the daily planning, the organisation for the two age groups and the teaching of basic skills. The very good nursery nurse compensates for some of these shortcomings. The quality of teaching of the new team in the Years 1 / 2 class is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good for pupils between Years 1 and 6. The curriculum for the reception pupils lacks balance.
Provision for pupils with special educational needs	Pupils with special educational needs are fully included in lessons and supported very effectively by high quality classroom assistants. Teachers are skilful in involving them in whole-class discussions and setting tasks matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is excellent. Many opportunities are created to provide awe and wonder both in high quality assemblies and in many lessons. Moral and social provision is very good. Clear moral codes are reinforced consistently across school life. Many very good quality opportunities are provided to extend pupils' social skills. Cultural provision is good both for the pupils' own culture and for multi-cultural development.
How well the school cares for its pupils	The school provides a safe and caring context for learning. Procedures for promoting good behaviour and attendance are very good. Assessment systems are very good and used well to raise standards. Midday supervisors support pupils sensitively at lunchtime.
Partnership with parents	The school is committed to working closely with parents. The annual pupils' reports are of high quality. There is a good range of information for parents across several different systems.

All termly planning of the curriculum is thorough and considers the needs of the mixed-age classes carefully. The National Literacy and Numeracy Strategies are having a very positive effect. The music curriculum is very good and offers a wide range of experiences. Reward systems are used very effectively through the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy headteacher are very good with excellent features. They work very well together to set a clear educational direction. Co-ordinators in the junior school work hard to support staff in their subjects.
How well the governors fulfil their responsibilities	Governors have a good understanding of the strengths and weaknesses of the school. They have a good understanding of their curriculum responsibilities. The chair of governors works closely with the school on a daily basis. The governor for special educational needs has a good understanding of this aspect of the school's work.
The school's evaluation of its performance	The school evaluates its progress very carefully. It sets clear priorities and takes carefully planned action to increase its effectiveness.
The strategic use of resources	The school makes very good use of its resources. It considers the deployment of staff carefully and uses available funding astutely to fulfil its aims.
Staffing, accommodation and learning resources	Staff are provided with good quality courses to extend their expertise. Classroom assistants are of high quality. The secretary, caretaker and cleaner all make valuable contributions to the daily life of the school. The new computer suite and millennium library are valuable additions to the accommodation. Two of the classrooms are too small. The quality of books is good, but there are not enough fiction books for older pupils

The headteacher is determined to raise standards within the context of a stimulating curriculum. She has a very good understanding of the needs of all the pupils in the school. The deputy headteacher is a very effective English and assessment co-ordinator. The principles of best value are applied well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty per cent of parents returned the questionnaire and four parents attended the parents' meeting.

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• The management and leadership.</li> <li>• The quality of teaching.</li> <li>• There are high expectations.</li> <li>• The progress their children make.</li> <li>• They feel comfortable approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The range of activities outside of lessons.</li> </ul>

The inspectors agree with all the positive comments from parents. The management and leadership of the headteacher and deputy headteacher are very good. Teaching is very good between Years 3 and 6 and good in the Years 1 / 2 class. However, teaching is unsatisfactory in the reception class. Most staff have high expectations. Very good progress is made in science and music and good progress in English, art and design, geography and design and technology. Procedures for approaching the school are good. Inspectors disagree that the amount of homework is inappropriate. They judge the homework to be very good in the Years 5 / 6 class. There is a good range of extra-curricular activities for the size of the school.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. On entry to the reception class attainment is at the level expected nationally in all areas of the reception curriculum. Progress in lessons is slow because the teacher does not match the work to the individual needs of children in the class. At the time of the inspection the unsatisfactory teaching had not yet had a long term impact because the children had only been in the school for seven half days. The headteacher has clear plans to change the organisation of the reception class after the inspection. It is impossible to judge the impact of these changes or the attainment expected of children by the end of the reception class. Progress in lessons is good when the nursery nurse works with the children. For example, when children were working in the sand her perceptive questioning and explanations gave children the confidence to discuss what was happening as they mixed wet and dry sand. Progress in music, part of creative development, is good due to the teaching expertise of the specialist teacher. Progress in using different media such as paint is good because children receive individual attention from the nursery nurse in selecting and mixing colours.
2. The table below shows attainment in English, mathematics and science.

	<b>National tests 2000</b> Pupils aged 7	<b>Inspection judgements</b> Pupils aged 7	<b>National tests 2000</b> Pupils aged 11	<b>Inspection judgements</b> Pupils aged 11
<b>English</b>	<b>Reading</b> Below average	<b>Reading</b> Average	Average	Above average
	<b>Writing</b> Above average	<b>Writing</b> Above average		
<b>Mathematics</b>	Below average	Average	Average	Average
<b>Science</b>	<b>Teacher assessment</b> Average	Average	Well above average	Above average

3. A comparison with similar schools does not take into account the high level of mobility through the school or the high proportion of special educational needs. This comparison, with similar schools, shows attainment of pupils aged 7 in the national tests well below average in reading, above average in writing and below average in mathematics. Judgements of the inspection confirm that the standards in writing are above average. Pupils are provided with many opportunities to develop their writing skills, which allows them time to consolidate their skills. The changes in the teaching team for these pupils has raised standards for both reading and mathematics because the pupils are now challenged to extend their thinking. Last year, with a different teacher, pupils did not have enough opportunities to produce written work in mathematics, which reduced their rate of progress. This has been addressed and already pupils are developing the necessary skills. The past four years shows a significant trend of boys aged 7 attaining lower than girls in all aspects of the national tests. The school has addressed this deficiency. During the inspection, boys' needs were fully met in lessons and they are on track to

achieve their potential. The results of the 2001 national tests show an improvement in reading and writing in the proportion of pupils reaching Level 2A than in the previous year. Mathematics' standards were similar to the 2000 tests.

4. The national tests for pupils aged 11 show attainment compared with similar schools to be average in English and mathematics and well above average in science. The inspection judges standards in English to be above average because of the positive impact of the literacy strategy. The introduction of an additional daily session for guided reading is developing pupils' analytical skills very effectively. More able pupils are being challenged significantly and a small proportion of pupils are on track to attain Level 6, which is very high. The trend over the past four years is broadly in line with the national trend except in science, which improved dramatically last year. This was due to the increased teaching of investigative science and the development of pupils' analytical skills in tackling scientific questions. The 2001 national tests show an improvement in English, fewer pupils reaching Level 4 in mathematics, but all pupils gaining Level 4 in science.
5. The progress made by the 2001 Year 6 pupils between the tests they carried out when they were seven and this summer's tests show very good progress in English and science. They made satisfactory progress in mathematics. The progress of the pupils who had attended the school since the beginning of reception was at a higher level than the pupils who have not benefited from the school's entire programme of work. The inspection showed that pupils joining the school part way through their education are supported carefully on entry and then make good progress in lessons. For example, a pupil with specific special educational needs who joined the school very recently has already had support from an external specialist and a strategy put in place to support her needs.
6. In English, pupils aged seven have average standards in speaking and listening. However their progress is now accelerating due to the high level and quality of adult interaction of the new teaching team. They read confidently, tackling unknown words using a range of strategies. They enjoy discussing the stories and have the expected level of skills in using non-fiction. They have a simple understanding of how to write beginning, middles and ends of stories and produce handwriting at the expected level. More able pupils have a higher level of skills in both reading and writing.
7. Attainment in mathematics for pupils aged seven is average. Pupils add and subtract at the expected level and sequence numbers correctly. Pupils make sound progress in using and applying numbers. In science, these pupils' attainment is average. Pupils use simple scientific language and have some understanding of investigational work.
8. Progress in the Years 1 / 2 class is good because the different expertise of the teaching team is used very effectively. Progress of the Year 1 pupils in the Reception / Year 1 class is unsatisfactory. They are not challenged sufficiently in lessons and the National Curriculum is not being covered systematically to ensure parallel experiences to the other Year 1 pupils.
9. Standards achieved by pupils aged 11 are above average in speaking and listening due to the very good range of opportunities to develop these skills in different contexts. More able pupils listen attentively and use vocabulary with subtlety. Pupils' standards of reading of fiction are well above average because there is a high emphasis on developing individual skills and high quality guided reading sessions. Pupils discuss a range of different authors in detail and justify their views in detail. Non-fiction reading is at the expected level. The school plans to raise standards in this aspect through the new millennium library. Writing is above average because pupils have very good opportunities to develop skills across different styles and purposes. All pupils produce extended stories

with chapters and imaginative use of vocabulary. They also produce high quality reference books.

10. In mathematics, the standards of pupils aged 11 are average. Pupils use mathematical language appropriately and understand how to use quadrants when plotting graphs. They have the expected speed when making mental calculations. Standards in mathematics are not as high as English because the literacy strategy has been in place longer than the numeracy strategy and has had longer to take effect. The headteacher's illness during the implementation of the numeracy strategy also reduced the effectiveness of the training. The school has identified this aspect for development and has plans in place to raise standards in mathematics. Standards of the current Year 6 pupils in science are above average. During Year 6, pupils increase their rate of progress through an intensive programme of homework. The existing pupils have not yet carried this out. Pupils use scientific language confidently. They justify their choice of experimental methods and have a good understanding of materials and their properties.
11. Pupils with special educational needs make very good progress in every class. This is due to the school's firm belief in including them in whole-class lessons, whilst ensuring they receive individual support to enable them to take a full part in them. This includes both the whole-class discussion and the independent tasks. More able pupils reach their potential because their progress is carefully monitored to identify any variations in their performance.
12. The following table shows standards in subjects other than English, mathematics and science.

	<b>By the age of 7 years</b>	<b>By the age of 11 years</b>
<b>Information and communication technology</b>	At the expected level	Below the expected level
<b>Religious education</b>	At the expected level	At the expected level. Pupils' knowledge of other faiths is above expectations.
<b>Art and design</b>	At the expected level	Above the expected level
<b>Design and technology</b>	Insufficient evidence to make a judgement	Above the expected level
<b>Geography</b>	At the expected level	Above the expected level
<b>History</b>	At the expected level	At the expected level
<b>Music</b>	At the expected level	Above the expected level. More able pupils are well above the expected level
<b>Physical education</b>	At the expected level	At the expected level

13. The use of a music specialist across the whole school produces a seamless programme for pupils, which ensures good progress. The instrumentalists reach particularly high standards. Standards in information and communication technology are below those expected nationally because in previous years pupils have not had sufficient time to consolidate their skills on computers. Progress is now at the expected pace because the new computer suite is being used effectively.

14. Standards of literacy are higher than expected from Year 1 to Year 6. Teachers take every opportunity to extend writing and reading skills in all subjects and high standards of presentation are always emphasised. Standards of numeracy are at the expected level, with some opportunities missed to develop these skills in other subjects.
15. Since the last inspection, standards in music, art and design, design and technology and geography have improved. The progress of pupils with special educational needs has improved significantly. Progress of children in reception is slower than that seen in the rest of the school.

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

16. Pupils' attitudes, values, personal development and relationships are very good. This is a considerable improvement since the last inspection, particularly in Year 2 where previously pupils did not listen carefully or respond appropriately.
17. Pupils' attitudes to school are very good and this improves the quality of their learning and the standards they achieve. Nearly all parents state that their children like school and that they talk very positively about their friends and teachers. Pupils listen to their teachers carefully and follow instructions carefully. They are confident when trying out new activities and willingly volunteer to write answers on the white board during lessons. They share ideas and resources co-operatively with others and take turns sensibly in joint tasks. Their teachers encourage them to appreciate each other's ideas and most respond willingly. Pupils with special educational needs have very positive attitudes towards their work because the school works hard to ensure that they are included in all the work of the rest of the class. In the reception class, children are happy to come to school.
18. In Years 1 to 6, most pupils are enthusiastic about their school. Pupils become very interested in lessons and are fully involved in school activities. Sometimes their excitement is apparent, for instance in a swimming lesson, nearly every pupil wanted to extend the session time in order to continue to practise their newly acquired swimming skills. Pupils are polite, friendly and confidently greet visitors by their names. They talk about their extra-curricular activities with enthusiasm. Many discuss their favourite sports confidently and talk about their activities during educational trips. A good number attend school clubs and some have strong favourites, such as the school orchestra and the choir, which is almost oversubscribed.
19. Pupils' behaviour in the lessons and around the school is very good. The improvement in Year 2 since the last inspection is significant. Pupils move around the school in an orderly fashion. They respect their school and respond to the very attractive environment by taking care of resources and the school property. Pupils enjoy assemblies, joining in the prayers respectfully and thoroughly enjoying the Gold Book Assembly where achievements are celebrated very sensitively. Pupils co-operate very well across age groups in a family context. For example, they sit in family groups for lunch with the older pupils supporting the younger ones. Behaviour in the playground is very good. There was no evidence of bullying during the inspection. There have been no permanent exclusions, however two pupils were excluded for one day fixed term, each for inappropriate behaviour.
20. The personal development of pupils is very good. From the time that they enter the school, the staff treat them with care and respect and value the efforts that pupils make. This builds their confidence and self-esteem. As a result, pupils join in tasks willingly and rise to the challenge to do their best. Pupils have an excellent understanding of the impact of their actions upon others. They accept responsibilities well and take great pride

in their work. They eagerly join in the school activities. For example, they initiate raising money for national and international charities. By Years 5 and 6, pupils have a mature approach to school life and contribute responsibly to the school as a community.

21. Relationships throughout the school are very good. Relationships between pupils and with members of staff are friendly and very constructive. Pupils have an excellent understanding of the impact of their actions upon others. They also have a high level of respect for the values and beliefs of others. They listen carefully to their teachers and other people, particularly in the assemblies and in the playground. They show good understanding that other people's beliefs may be different from their own. Pupils with special educational needs are well integrated in the school. They are fully accepted and work and play happily alongside other pupils. The visitors with physical disability are treated with respect and pupils open and hold doors for them. Pupils are curious and sensitively express interest in people who look and speak differently from themselves.
22. The school has maintained the very good levels of attendance since the previous inspection. The attendance rate at the school in the 1999 / 2000 year was well above the national average; and the rate of unauthorised absence for the same period, was broadly in line with the national average. Pupils arrive punctually and both morning and afternoon sessions start promptly.

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

23. Teaching is good overall with many very good features. Of the 37 lessons inspected, 24 were good or better. Altogether there were 10 very good lessons and two excellent lessons. Teaching is very good from Years 3 to 6, good in the Years 1 / 2 class and unsatisfactory in the Reception / Year 1 class. Two unsatisfactory lessons were inspected in the reception class and one poor lesson. The excellent features are in the Years 5 / 6 class in religious education, English and science and there are some excellent features in music by the specialist teacher. Despite the very early stages of the teaching team working together in the Years 1 / 2 class, there is a high level of communication already, leading to stimulating and varied opportunities for learning for these pupils.
24. From Years 1 to 6 the partnership between the teachers and classroom assistants is very good. Teachers share their planning in detail, which ensures that the focus of the learning is well defined and allows the classroom assistants to support individuals and groups skilfully. This is particularly effective with groups of pupils with special educational needs where teaching is very good. Both teachers and classroom assistants know their pupils very well and use a range of different strategies to get the best out of the pupils. They use praise very effectively to celebrate appropriate answers and effort. Consequently, pupils are prepared to attempt to answer questions in the confidence that their responses will be treated with respect. The thorough organisation of the classroom assistants ensures that the high proportion of pupils with special educational needs receive the guidance they need. For example, in the Years 4 / 5 class, a classroom assistant left to accompany the younger pupils for swimming, but another assistant immediately joined the teacher to support the remaining pupils with special educational needs. The high quality of the network of classroom assistants ensures that the teacher has time to challenge the more able pupils, whilst the classroom assistants provide the support needed for the pupils with special educational needs.
25. The quality of the nursery nurse in the Reception / Year 1 class is high. She organises children very well to ensure they take part in a range of tasks. Her questioning skills are particularly good because they are well focused and used very effectively to intervene at a crucial moment to extend the children's learning. For example, she posed a series of sequential questions to draw children's attention to the different shapes in the dough, and moved into the role-play area to change the play from general discussion to taking on the

roles of vets and anxious clients. She plays a crucial role in the discipline in the class, both for the whole class and for groups. For example, during a lesson, she stopped the whole class and explained that the noise level was too high. The children responded well to this approach and reduced the volume of their speaking.

26. Teachers in the Years 1 to 6 classes set a fast pace to lessons, matched with high expectations. This motivates pupils to do their best and ensures very good levels of concentration. Pupils expect to finish their tasks and produce a good amount of written work. They are proud of their finished piece of work because teachers emphasise the importance of the finished product. For example, Years 5 / 6 pupils were asked to produce some rough notes to record their discussion, but on their own initiative, they spent a wet lunchtime writing them out attractively. More able pupils strive to extend their learning because teachers expect them to be operating at a higher level than the rest of the class. Teachers ensure that their questions are more demanding for these pupils to challenge their thinking. Teachers provide different written tasks to match pupils' needs. For example, in the Years 4 / 5 class the teacher produced different written tasks for identifying past and present verbs, and ensured that the pupils with special educational needs were supported in changing the tense of the verbs and then writing their responses.
27. The teaching of basic skills is very good between Years 3 and 6 and there are some very good features in this aspect in the Years 1 / 2 class. Teachers use the literacy and numeracy strategies well to reinforce skills. For example, Years 3 / 4 pupils gained a very good understanding of the use of subtitles through the teacher's careful development of tasks and clear explanations. Teachers have a higher level of confidence in English than in mathematics, because they have had longer to develop their skills in the literacy strategy. Teachers grasp many opportunities to develop literacy skills in other subjects, which supports the progress of basic skills very effectively. For example, in science, history, geography and design and technology the level of writing is higher than expected.
28. Teachers have very good subject knowledge in English and science. Subject knowledge is good in mathematics, art, geography, design and technology. Teachers make good use of this knowledge through setting interesting tasks and using questioning skilfully to support the less able pupils and to challenge the more able pupils. For example, in the Years 5 / 6 class the teacher tackled features of biographical writing in detail and ensured that pupils gained a very good understanding of these features through her clarity of explanations and her enthusiasm for the text on the life of Alan Shearer. The music specialist has very good subject knowledge in his subject. This leads to high standards in music because he develops pupils' skills and understanding sequentially as they progress through the school. Pupils enjoy his lessons because they build carefully on previous learning.
29. Planning is very detailed. Teachers use their analysis of the previous lesson carefully to ensure that their teaching extends the progress made previously. Teachers use daily assessment very well. Marking is very detailed in pupils' written work and generally sets targets for future learning. The comments always celebrate the effort of pupils, which they appreciate and this ensures continuing high levels of effort in their work. However, the marking in mathematics does not provide enough guidance for pupils to identify their mistakes.
30. Homework is satisfactory in the Years 1 / 2 class, good in the Years 3 / 4 and 4 / 5 classes and very good in the oldest class. Pupils expect to take their reading books home every night and they are proud of their home/school diaries. However, not all pupils manage to read each night. In the Years 5 / 6 class there is a very good balance across the tasks set for homework over the year. Pupils are given sequences of homework based on basic skills and interspersed with extended projects. For example,

they all produced high quality reference books about a country of their choice in Africa, combining a wide range of information and developing reference skills including using the Internet. Careful provision is organised for pupils without computers to work in the computer suite at lunchtime to complete this homework. Homework is used very effectively in religious education in this class. For example, pupils found out their parents' understanding of the Ten Commandments and this survey was then used as the basis for the following lesson.

31. Features of the excellent teaching include an extremely fast pace and a great enthusiasm for the subject. This is transmitted very effectively to the pupils who respond enthusiastically, paying close attention to the explanations and striving to match the high expectations of the teachers.
32. The unsatisfactory teaching in the Reception / Year 1 class is based on a lack of understanding of the requirements of the curriculum for the reception children. The daily planning is poor and does not take into account the organisational systems needed to combine the needs of the two age groups. Teaching of basic skills is poor. There is little understanding of the level at which individual children are working. Consequently, the tasks are inappropriate and the level of questioning is at the wrong level. Questions are too difficult for the reception children and too easy for the Year 1 pupils. This reduces the children's confidence. The pace of lessons is too slow and wastes time, particularly as children move between activities.
33. Teaching has improved considerably since the previous inspection. Now the proportion of very good teaching is nearly three times greater. Then, there was no excellent teaching evident, and it now features in different subjects and by different teachers. There remains a proportion of unsatisfactory teaching and, now, there are some poor features. All of this teaching is restricted to the Reception / Year 1 class. However, the very good quality of the nursery nurse compensates for some of the negative features of the teaching in this class.

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

34. Overall, the quality and range of the learning opportunities on offer to the pupils are good. The National Literacy and Numeracy Strategies have been sensibly introduced. They have had a positive impact on the curriculum and upon pupils' learning, particularly in literacy. The school makes very good provision for pupils with special educational needs and this enables them to make very good progress. Good provision is made for pupils in art and design, design and technology, English, geography and science, and this leads to above average standards in these subjects. Very good provision is made in music leading to standards well above average.
35. The school provides a sufficiently broad and balanced curriculum to promote pupils' intellectual, physical and moral development. All requirements of the National Curriculum and the locally agreed syllabus for religious education are now met. However, pupils have yet to experience some aspects of the statutory curriculum for information and communication technology which are carefully planned for this year. There are also weaknesses in the provision for children in the reception class.
36. The quality of teachers' planning has improved since the previous inspection of the school. Termly planning is of a very good standard and shows clearly when and where the curriculum content is to be delivered. Care is taken to avoid overlap and repetition for pupils in the mixed-age classes as they progress through the school. Scrutiny of pupils' previous work shows that teachers are successfully addressing these issues. Weekly

plans are generally of a good standard, but there are weaknesses in the reception class. The very good termly planning in the reception class is not extended to the weekly planning, which is insubstantial. This is restricting the children's experiences of the full curriculum for this age group. The older pupils in the Reception / Year 1 class are not receiving an equivalent curriculum to the Year 1 pupils in the Years 1 / 2 class. Between Years 1 and 6, all lessons are well planned with clear identification of the learning to take place. Tasks are well matched to pupils' differing ability levels and allow all pupils to build upon previous experience and knowledge.

37. The governors have adopted a satisfactory curriculum statement. They are kept well informed of curriculum developments by good quality reports from the headteacher. Subject co-ordinators attend governors' meetings when it is necessary to give an update of changes to the curriculum in their subject area. For example, this arrangement has worked very well during the setting up of the computer suite. This new facility is a major improvement since the last inspection. The majority of subject policies were updated at the time of introducing the changes for Curriculum 2000. However, none of the policies are dated and signed to show when they were approved by the governors, nor is there a date for the next revision. At the present time, there is no overall policy for personal, social and health education, although one is in an early draft form. Classroom observation, however, shows that these aspects are taught very effectively through circle time<sup>1</sup>, religious education, science and other subjects.
38. The school has a firm belief in the importance of including pupils with special educational needs in whole-class lessons. They are very successful in carrying out this belief. These pupils receive high quality support in lessons to ensure that they take part in all aspects of the curriculum. The balance of supporting basic skills within lessons in different subjects is finely tuned and increases pupils' self-esteem. The school considers each pupil's needs very carefully and devises individual programmes for them. They move very quickly to ensure procedures are in place when new pupils enter the school. For example, a pupil who arrived recently with a full statement has already received support from an external expert who has discussed the specific needs with the teacher. There are high quality questionnaires for parents and pupils to express their feelings about their learning produced by a classroom assistant. The Code of Practice<sup>2</sup> is fully in place.
39. Inspection findings do not support some parents' views that the range of extra-curricular activities is unsatisfactory. This is a relatively small school with limited resources and time available for clubs and activities. The fact that some pupils are brought to school by bus means that lunchtime is the only time when all pupils could have equal access to activities. The football, rounders, netball, and cricket rely upon the same member of staff and are sensibly restricted to the older pupils. This arrangement means that a manageable number of pupils participate and the time can be used effectively to improve team and personal skills. The musical activities, similarly, are only available to junior aged pupils. The school has not made parents aware of the arrangements for extra-curricular activities in the school prospectus.
40. Good use is made of visits and visitors to enhance pupils' learning. For example, the visit of a member of the Sikh religion and the visit pupils made to a synagogue raised their awareness of life in multi-cultural Britain. The school involves itself in events organised by the Diocese and Sport in the Community. This gives pupils the chance to work and mix with pupils from other schools and makes a positive impact upon their personal

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<sup>1</sup> Circle Time – during circle time pupils discuss a wide range of personal and general issues that face them as part of everyday life.

<sup>2</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

development. Pupils take part in inter-school sporting activities, local festivals for music and drama, and exhibit their artwork in local and national competitions.

41. The school is developing a good range of links with the community that make a positive impact upon pupils' learning. Pupils make frequent visits to the local church to participate in religious festivals. The vicar is a governor and participates in school life by leading acts of collective worship. Representatives from other religious groups who visit the school include a Methodist minister and an orthodox priest. The new computer suite is to be used by members of the local community as part of the adult education programme.
42. Provision for spiritual development is excellent. Pupils are given high quality opportunities to explore their inner feelings and reflect upon events in the world around them. Many of the teachers make learning fun and occasionally the discovery of something wondrous brings an instantaneous response from the pupils. The revealing of a seed in a Chinese lantern flower brought audible gasps of awe from pupils in the Years 4 / 5 class. The same pupils responded in a similar manner when their Sikh visitor wrote their names on the chalkboard in her native language. Pupils in the Years 1 / 2 class looked in amazement at the sculptures made by other members of the class. Acts of collective worship make a very good contribution to religious education and to the development of spiritualism. The lighting of a candle sets the tone for the gathering and establishes a Christian ethos. On all observed occasions, there was a clear moral and spiritual message within an atmosphere created for reflection and contemplation. Pupils concentrate very well and are keen to join in the discussions. They listen sensibly to each other's comments and show respect for views different from their own. The leadership of these impressive acts of worship is of a high quality. Although the messages are identical in both infant and junior sessions, the language focuses effectively upon the different ages and needs of the two groups of pupils.
43. The provision for pupils' moral development is very good. All adults in the school are very good role models. Pupils know how they are expected to behave and they maintain high standards throughout the whole school day. They have a clear understanding of right and wrong and what is fair and unfair. They show respect for one another and take turns when sharing equipment or working as a team. For example, pupils in the Years 5 / 6 class gave excellent support to one another when separating mixtures in a science lesson. They encouraged one another, shared ideas and made sure that no one was left out of the activity. Pupils have very good attitudes and they talk enthusiastically about their work. They are encouraged to appreciate each other, understand and celebrate their differences. In physical education lessons, pupils are asked to comment honestly on each other's performances. During lesson observations, pupils made sensible comments whilst being sensitive to other pupils' feelings. The weekly Gold Book Assembly celebrates those pupils whose achievements have been written in this special book. During the inspection, this assembly was a very enjoyable occasion and brought the school together as a whole family. The atmosphere was one of belonging and pupils were left in no doubt as to how much the staff value their contribution to school life.
44. Provision for social development is very good. Throughout the school, relationships are very good and staff and pupils enjoy one another's company. The family ethos of the school is developed through acts of collective worship and other assemblies. In class discussions, even the youngest pupils are beginning to understand the principles of everybody having a turn to speak whilst others listen. In the Years 4 / 5 circle time, pupils shared their feelings openly and then listened carefully to other pupils' views. There is very good teamwork in the classrooms between teachers and their helpers and this extends to all areas of school life. Older pupils sit with younger ones at lunchtime and they give very good support to those pupils new to the school. The atmosphere in the hall during lunchtime is excellent and reflects the whole ethos of the school.

45. The provision for pupils' cultural development is good. Teachers give pupils opportunities within the curriculum for art and design, English, geography, history and music to learn about aspects of their own and other cultures. Years 1 / 2 pupils are making sculptures in the style of Andy Goldsworthy; whilst pupils in the junior classes are looking at the work of Rembrandt, Picasso, Tony Hudson and Grant Wood. In religious education and acts of collective worship, pupils learn about Christianity and the beliefs and practices of other faiths. Very good use is made of visits and visitors to raise pupils' awareness of the variety of cultures and nationalities that are represented in Britain. A multi-cultural display makes an immediate impact when entering the school and gives evidence of the school's attempts to develop this important area of study.

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

46. The school has a warm, caring atmosphere where all teachers and support staff know the pupils well. As a result, pupils establish happy, confident and trusting relationships with adults and with each other. There are very effective induction procedures for new pupils, who settle into the school quickly.
47. Very good procedures are in place for the assessment of pupils' attainment and progress in English and mathematics. Teachers in Years 1 to 6 keep very detailed records of pupils' attainment. A series of termly and yearly tests are used to measure pupils' individual performances in these subjects. The results are carefully analysed to work out the rate of progress and to set individual targets for improvement. The assessment co-ordinator is transferring the accumulated data from a manual system to a computerised one. This is a positive use of information technology. Teachers know their pupils well and are fully aware of pupils' individual strengths and weaknesses. Their records are used very effectively to track pupils' progress across the school and to prepare the very good quality end of year reports.
48. Teachers in Years 1 to 6 make good use of their knowledge of individual pupils in planning tasks and activities. Weekly plans are amended daily to show which pupils require follow up work or additional time to consolidate new learning. Short term plans detail the tasks for different ability groups and the extension work for the higher attaining pupils. The new teaching team in the Years 1 / 2 class are using the information gained from the analysis of national tests results effectively to set targets to raise standards in mathematics.
49. The guidance given to individual pupils about their academic progress and personal development is very good. Teachers and their helpers encourage pupils to try hard and do their best. Targets for improvement are shared with pupils and their parents and there is a concerted drive to raise standards in the school. The school senior management team have done some impressive work on the analysis of assessment data. They have a good understanding of how this data can be used to set targets and they are using it effectively in the school.
50. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very effective. A system of mutually agreed, simple but effective, Golden Rules support the very good behaviour seen in the school. These rules form part of the whole school expectations for behaviour. Pupils and their families know that staff expect very good behaviour and require them to work and play harmoniously. The behaviour policy makes clear the school's intolerance of bad behaviour. Staff apply the school's agreed procedures consistently and fairly. The system of incentives for getting their names recorded in the Gold Book is very good. Staff celebrate achievement through informal and formal praise and recognition in the school's Gold Book Assembly. This is very effective in producing very good behaviour. Parents confirm that their children's behaviour is very good and has improved further since the last inspection. Inspection findings support this view.

51. Staff know the children and their families well and provide very good support for their emotional needs. Child protection procedures are securely in place and there are satisfactory arrangements for first aid, which parents appreciate. The school operates satisfactory health and safety procedures. However, the policy has not been reviewed recently to match the improved systems in the school. The systems to monitor patterns of attendance are very effective.
52. Teachers monitor pupils' personal development informally and this is largely based upon their close knowledge of pupils' individual circumstances. Relationships are established from the start and remain very good throughout their school life. Adults are sensitive to pupils' 'ups and downs'. Pupils' personal development is carefully recorded and parents are provided with regular reports on this. The high quality personal support ensures that pupils enjoy their time at school and maintain a very positive approach to learning. Midday supervisors support pupils sensitively at lunchtime. Pupils use their time at school productively and caring adults constantly encourage them to work hard and do their best. These factors have a very positive influence on the progress that pupils make and on the standard of their work.

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

53. Parents and carers are very happy with the quality of education provided and the standards achieved by the school. They believe that most pupils behave very well and develop very positive attitudes to school. This enables them to make good progress. Inspectors agree with these views.
54. The school is committed to working closely with all parents. There is a good range of meetings, including parents' evenings, curriculum evenings and introductory meetings for new parents. Information sheets and newsletters keep parents well informed about forthcoming events in school and about the content of the curriculum, so that those who cannot get into school regularly are nonetheless able to support their children at home. The school values consultation with parents and takes their views into account. For example, parents were asked about their responses to the changes in the new format of the annual pupils' reports. Informal meetings between carers and teachers ensure prompt attention to matters of concern. The display in the foyer is of a high standard and ensures that parents have good access to information.
55. Good links between parents and school contribute to pupils' positive attitudes to school. This contributes well to the attendance rates and punctuality. Easy access to the class teachers and the headteacher for parents ensures prompt attention to suggestions and concerns. The annual reports to parents are very good. They contain information on a pupil's personal development and a quick summary for strengths and suggestions for further development in every subject. The school's current prospectus and 'Governors' Gazette' contain clear details on the life of the school and are presented in attractive formats.
56. Many parents support their children at home. These parents monitor the school reading diaries and help their children with special topics. For example Years 5 / 6 parents willingly participated in their children's religious project for the 'Ten Commandments'. Parents are involved in their children's target setting and they regularly attend review meetings. Parents of pupils with special educational needs are kept well informed of their children's progress. There is an active Friends of Barnetby School Association that supports the school well in social and fund raising activities.

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

57. The leadership and management of the headteacher are very good with excellent features. She sets a very clear educational direction based on her very good understanding of educational issues and her deep commitment to the school at the heart of the village community. She combines a determined approach to raising standards within the context of a stimulating curriculum, with the sensitivity and caring approach needed to produce excellent provision for spiritual development. She has a very good knowledge of both the academic and personal characteristics of every individual in the school, which puts her in a very good position for monitoring their development and welfare as they move through the school. She places high value on using the advantages of a small school to creating a family basis for learning. She is a very good special educational needs co-ordinator. She has a clear belief in the importance of including these pupils in the full curriculum. She uses the available funding very effectively in order to fulfil this aim. In close partnership with the governors, she appoints very high quality classroom assistants who support these pupils so well that they take a full part in whole-class discussions and tackle tasks with confidence.
58. The deputy headteacher has the same high quality characteristics as the headteacher. They work in very effective partnership with a high level of communication. They have very clear roles and responsibilities to ensure efficiency in using their expertise to drive the school forward. The deputy headteacher also has a very good knowledge of the pupils in the school through her excellent Gold Book Assemblies where she celebrates the best work and attributes from pupils in each class. Like the headteacher, she has the skills to make the youngest children feel proud and confident of their successes, whilst challenging and supporting the oldest pupils to reach their potential. She is a very effective English co-ordinator, delivering training to the staff and initiating new systems to raise standards further. For example, she introduced additional guided reading time in order to extend pupils' analytical skills in reading. She is a very effective assessment co-ordinator. She produces innovative ways of tracking pupils' progress and then monitors individual profiles carefully to ensure pupils reach their potential, using technology programs effectively to analyse pupil data. The co-ordinators in the junior school carry heavy loads because the school is small. They take these responsibilities seriously and have a good understanding of the action needed to develop their subjects.
59. The governors have a good understanding of the strengths and weaknesses of the school. They represent a wide cross section of the village community and fully support the aspirations of the school. The chair of governors works very closely with the headteacher and plays a crucial role in using his day-to-day knowledge of the school to share the decision-making. During the inspection he was in the school every day, working with the headteacher, encouraging pupils and reminding them in assembly of the handwriting and sunflower growing competitions in the village. The special educational needs governor also keeps in close contact with the headteacher to monitor the developments both of the systems and of individuals. She supports pupils in lessons, which allows her to identify their individual needs well. Each governor has a subject responsibility and produces good quality reports for the governing body of the developments of their subjects after meetings with the co-ordinators. Governors have had some training to develop their skills. For example, a three-day course was held in the school to extend their skills of appointing staff. They are now in a good position to extend this training to develop more confidence in national and local educational initiatives. Governors fulfil their statutory responsibility, but do not review policies sufficiently regularly to ensure that they record the developments happening in the school.
60. The school sets clear priorities for developments, focusing on raising standards and improving provision. The school development plan is well presented and contains the detail needed to provide a framework for staff and governors to work towards targets and to monitor their progress. The plan covers the next year's developments very effectively

but does not include the long-term priorities that are taking place. The school takes long-term projects very seriously and is very successful in carrying them out. For example, they have just completed the building of a new computer suite and millennium library. This is beginning to have a significant effect on standards in information and communication technology, particularly in developing pupils' research skills on the Internet.

61. Staff development is considered thoroughly and based carefully on developing expertise to raise standards. For example, investigative science has been a focus and effective training has led to a significant rise in standards. Staff needs are considered thoroughly to prepare them for changes. For example, considerable training was provided for the teacher moving to the reception class to support her understanding of their curriculum. Performance management systems are used well to take both the school and the individual forward. However, there are not yet formal written monitoring systems to record the monitoring of teaching. The school is an excellent base for training teachers because it gives high quality support to these students. For example, the graduate teacher in the Years 1 / 2 class has a finely tuned programme of both leading and supporting lessons that is having a significant impact on the rate she is developing her expertise. The quality of the classroom assistants is high. They are well qualified. For example, an assistant has sufficient knowledge and expertise of special educational needs, through her attendance on courses, to lead full staff meetings. The school staff makes good use of modern technology to support their work, such as planning and worksheets.
62. Financial planning is good and used well to fulfil the well-defined aims of the school. For example, the funding for special educational needs has been used very carefully to establish a high quality network of support for these pupils. The quality of daily financial management and control is good. The school secretary deals with routine financial matters efficiently and good systems are securely in place. The regular use of the local educational authority bursar ensures a good quality external monitoring of the budget. The headteacher and finance committee of the governing body monitor spending closely. School funds are audited separately and the school has complied with all the recommendations made in the latest audit report. Other funds are used for their designated purpose and enhance pupils' learning. The school is skilful in using the complete range of its resources to the full to raise standards. For example, a part time music teacher has been employed of such a good quality that the standards in music are well above expectations by the time pupils leave the school. Principles of best value are considered carefully. The school consulted thoroughly with parents and pupils and took the community opportunities into account when deciding on their homework policy. The very clear roles of the headteacher and secretary ensure that the daily running of the school runs very smoothly, despite the teaching load of the headteacher.
63. There have been considerable improvements to the accommodation since the previous inspection. The computer suite and millennium library now provide a valuable resource both for the school and the community. There are plans to further improve the outdoor play area for the reception children in order to increase this aspect of their learning in wet weather. However, two of the classrooms are too small for the number and size of the older pupils. Teachers tackle the challenge of working in these classrooms imaginatively, but some problems are insurmountable. For example, it is impossible to have computers in these rooms to use in all subject lessons. The recent completion of the networking of the computers now provides a very good facility for information and communication technology. The quality and quantity of most of the books is good, but there are not enough fiction books for pupils to use when they have completed the reading scheme. The school has already identified this shortfall and has earmarked funds to extend this provision. The caretaker and cleaner keep the school immaculately clean and are proud to be a part of the school community.

64. Children enter the school with average attainment. A high proportion of children joins the school after this initial stage. The standards achieved by Year 6 pupils are above average in English, science, art, design and technology and geography and well above expectations in music. There is a high proportion of pupils with special educational needs and they make very good progress. Attitudes, behaviour, relationships and personal development are all very good. Teaching is good with many very good features. Leadership and management are very good and have improved since the previous inspection. The cost per pupil is high. Taking all this into account the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to further improve the school's provision the governors, headteacher and staff should:-

(1) raise the quality of teaching in the Reception / Year 1 class by:-

- improving the teacher's subject knowledge of the reception curriculum;
- improving the poor daily planning to provide challenging work for the different age groups and ensure that the curriculum experienced by pupils is as outlined in the termly plans;
- ensuring that the teacher uses questions in whole-class sessions that match the needs of the different age groups and that target individuals more effectively;
- increasing the pace of lessons;
- teaching basic skills more effectively;
- organising tasks more effectively to extend what the pupils learn;

*Paragraphs 1, 23, 32-33, 36, 67-72, 74*

(2) improve the progress made by pupils in mathematics through the school by:-

- placing more emphasis on teaching basic skills of numeracy for the Years 1 and 2 pupils;
- reducing the amount of worksheets in the Years 1 / 2 class;
- further extending all pupils' skills of using their mathematical knowledge in practical contexts to solve problems;
- consolidating key skills and knowledge and using marking more effectively to provide feedback for pupils;
- extending the use of numeracy in other subjects;

*Paragraphs 4-5, 10, 90-91, 94, 97-98, 106, 115*

(3) raise standards between Years 3 and 6 in information and communication technology by:-

- implementing the termly planning for e-mails and the control and modelling aspects of the subject;
- consolidating and extending teachers' skills in using the computer suite;
- providing more opportunities for pupils to consolidate their skills;
- further extending the use of information and communication technology in all subjects;
- using computers more regularly in lessons.

*Paragraphs 12-13, 35, 106, 110, 115, 124-126, 129, 131, 148*

In addition to the improvement issues the governors should also include the following weakness in their action plan:-

- devise a written format for recording the monitoring of teaching in order to track the progress made in teachers' development.

*Paragraph 61*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	50

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	10	18	4	2	1	0
Percentage	5	27	49	11	5	3	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	139
Number of full-time pupils known to be eligible for free school meals	8
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	37
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	* <sup>3</sup>	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 2 or above	School	75 (67)	80 (72)	90 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 2 or above	School	80 (72)	90 (72)	90 (72)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 4 or above	School	76 (74)	76 (67)	88 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 4 or above	School	82 (74)	82 (67)	94 (85)
	National	70 (68)	72 (69)	79 (75)

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

<sup>3</sup> When the total of pupils is less than ten<sup>10</sup>, the data is not included in the report.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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)	5.3
Number of pupils per qualified teacher	26.2
Average class size	27.6

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

Total number of education support staff	3
Total aggregate hours worked per week	101

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000 - 2001
	£
Total income	321,800
Total expenditure	314,731
Expenditure per pupil	2,459
Balance brought forward from previous year	-12,118

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0.5
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)	0.5

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 39.6%

Number of questionnaires sent out	139
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	22	7	0	2
My child is making good progress in school.	66	30	4	0	0
Behaviour in the school is good.	43	53	2	0	2
My child gets the right amount of work to do at home.	49	34	15	2	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	58	35	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	27	2	2	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	0
The school works closely with parents.	55	38	5	0	2
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	60	31	5	0	4
The school provides an interesting range of activities outside lessons.	46	36	13	0	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

**AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

66. Children enter the reception class with attainment at the level expected for their age. They work in a class with a small number of Year 1 pupils in a spacious area set up for different activities adjacent to the Years 1 / 2 class. They have their own outdoor play area, which has a good range of equipment and is an improvement on the previous inspection.
67. There has been a change in the teacher of this class. Scrutiny of last year's work shows that children made satisfactory progress. Last year's children (now in Year 1) read confidently at the level expected for their age and discuss books with enthusiasm. However, the current teaching for the reception children is unsatisfactory with poor features. This is a key issue for the school. The unacceptable teaching has not yet affected the children's progress because at the time of the inspection they had only received seven half days of schooling. The quality of the nursery nurse is very good. When she is working with children they make good progress. The headteacher has clear plans to reorganise the teaching of the reception children. It is, therefore, impossible to judge the expected attainment of children by the end of the reception class.

**Personal, social and emotional development**

68. Teaching is unsatisfactory. There is a range of opportunities for children to develop these skills, but although there are thorough plans over the term, there is no weekly planning to ensure that development across this aspect is covered systematically. The nursery nurse plays an important part in extending children's skills, particularly in behaviour and self-control. For example, during a lesson she stopped all the children and explained that they were talking too loudly. The children responded well and maintained a lower noise level to the end of the session. The nursery nurse moves well around the children to develop their self-confidence through discussing what they are doing. However, the teacher spends too long with individual children and does not ensure that they all receive enough of her time to extend their learning. Children are developing a good sense of community through the high quality assemblies. For example, during their first Gold Book Assembly, the sensitivity of the deputy headteacher ensured that the children chosen for the award progressed from an extreme reluctance to stand up, to a great pride in their achievement.

**Communication, language and literacy**

69. Teaching is unsatisfactory. Opportunities are missed to extend children's language for thinking during whole-class sessions and during individual and group work. However, the nursery nurse compensates for some of these deficiencies by outlining the options available for activities after they have left the whole-group session. She also intervenes skilfully to extend their language for communication. For example, children were playing at random in the vet's surgery role-play area until she arrived. She then focused their language very effectively by posing as a patient with a poorly dog. Children made very good progress in carrying out different roles and even developed simple writing skills in taking appointments and writing prescriptions. The teacher organises a variety of opportunities to develop letter recognition and progress in these tasks is satisfactory. However, progress in the whole-class sessions is too slow because the tasks she uses are too complicated and do not match the children's needs.

## **Mathematical development**

70. Teaching is unsatisfactory. The tasks that are set do not support children's development because they are too complicated and do not allow the children to build their confidence from their existing knowledge. The questioning of individuals is too short and does not build on children's responses in order to reinforce what they have understood or extend their skills. Interesting resources are used, but there are too many to focus children's attention on the key learning. When children are working with the nursery nurse, the children's confidence increases because she identifies how far the children can count and then supports them in consolidating their skills and moving them on to count the next numbers.

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

71. Teaching is poor. There is no daily or weekly planning to ensure that the many different aspects of this area of learning are covered systematically. There is a range of different activities around the classrooms for children to engage in, but there is no explicit purpose identified for carrying out the tasks. The nursery nurse makes good use of the activities to extend children's understanding. Her very well timed intervention ensures that children make good quality observations whilst they carry out investigations. The nursery nurse gives good support to children working on the computer. She explains the tasks carefully to the children and supports them in developing skills in handling the mouse and printing out their work. Children are developing good levels of confidence through this support. There is interesting provision for making different artefacts, such as small pointers with silver paper, sticks and sellotape; but no purpose is identified and children are unsure of why they have produced the final object. Children are making a good start in understanding their own faith because of the high quality assemblies. For example, the headteacher supported the children in praying with older children and in singing simple hymns.

## **Physical development**

72. Teaching is unsatisfactory. At this stage in the term children's progress is satisfactory because they are learning to play with the range of different apparatus in their own outdoor play area and gaining confidence in manipulating the interesting apparatus. This is appropriate for this stage of the year. The provision of a weekly session in the hall offers opportunities to extend children's sense of space. The range of tasks around the classroom ensures development in using tools and materials. However, the lack of weekly planning means that children's skills are not systematically developed in accordance with the school's termly planning.

## **Creative development**

73. Teaching is satisfactory. In music it is good. The specialist teacher matches the needs of the children very well. For example, he based a lesson on the children's names, which made them feel valued, built up their confidence and combined building relationships with learning simple tunes and rhythms. The nursery nurse works well with children in guiding them in mixing and choosing colours in paint and on the computer. Children produce good quality paintings through her sensitive intervention. The nursery nurse spends time in talking to children about their work, which develops skills of describing what they are making and how they expect to complete it. For example, children explained what they were making in the playdough.
74. The pace of the teacher's lessons is too slow. She does not have enough understanding of the curriculum for reception children or the importance of short term planning in

providing a balanced programme matching the termly plans. She does not organise appropriate tasks to help individual children make progress. She does not use questioning effectively to build children's confidence or extend their thinking because she has not identified the stage of each child's development in the different areas of learning. The quality of the teacher is worse than at the previous inspection, but the very good quality of the nursery nurse is giving children very good support.

## ENGLISH

75. The tables show the national test results for 2000 and the main judgements by inspectors of the standards the pupils achieve.

<b>AT AGE 7</b>	SATs 2000 National comparison	Inspection judgement	Comments
<b>Reading</b>			
Level 2, the expected level	Well below average	Average	The focused use of the National Literacy Strategy has raised standards considerably since the 2000 national tests.
Level 3, above the expected level	Average	Average	
<b>Writing</b>			
Level 2, the expected level	Below	Above average	Last year pupils had many opportunities to develop writing skills across a range of styles.
Level 3, above the expected level	Well above average	Above average	
<b>Speaking and listening</b>	2000 Teacher assessment		
Level 2, the expected level	Average	Average	The new teaching team is providing a good level of interaction with pupils and progress seen in lessons is good.
Level 3, above the expected level	Average	Average	

<b>AT AGE 11</b>	National Tests 2000 National comparison	Inspection judgement	Comments
Level 4, the expected level	Average	Above average	Pupils have greatly benefited from the additional guided reading sessions, which have raised standards.
Level 5, above the expected level	Average	Above average	The increased concentration in writing in the National Literacy Strategy has raised standards in writing.

76. The literacy co-ordinator is very effective. She has set up very effective assessment systems to track pupils' progress through the school. She monitors them rigorously to identify any slowing of progress and then discusses these reductions with teachers. She

leads the analysis of the effectiveness of the school's systems rigorously and supports staff as they introduce new systems. For example, teachers identified too much time in the literacy hour spent on guided reading. Additional sessions were then organised to allow teachers to devote time on raising standards in reading and using the literacy hour for a deeper focus on writing.

77. Considerable efforts were made to introduce the National Literacy Strategy thoroughly. Teachers received comprehensive training, which has produced a high level of consistency across the school. Staff use the advantages of a small school to discuss issues both formally and informally, which leads to continuing efforts to improve teaching and the curriculum.
78. Teaching is good in the Years 1 / 2 class with very good features. There is a very well organised team of teachers and a classroom assistant who work very well together to support individual pupils. This is producing good progress in the formal context of the literacy hour as well as intensive support for developing individual reading. The national tests show consistent underperformance of boys in both reading and writing. This was not evident during the inspection in lessons where boys and girls were given equal levels of support. The changes of the teaching team in this class have addressed this issue.
79. The whole-class sessions of the literacy hour in the Years 1 / 2 class are very good. Pupils become enthralled with the main text and thoroughly enjoy key features of the story. For example, pupils loved the alternative story of *Little Red Riding Hood* when the grandmother puts a pie in the wolf's face. Staff now give pupils good opportunities to develop speaking and listening skills in lessons and their progress in lessons is now good. Pupils convey simple meaning in whole-class discussion and more able pupils speak confidently across a range of different situations. For example, a pupil described the wolf's eyes as 'burgeoning'. Pupils develop speaking and listening skills well in assemblies where they are expected to contribute to the discussion. This develops their confidence in speaking to a large audience. Additional adults around the school know the pupils well and give further opportunities for speaking and listening. For example, older pupils and midday supervisors listen carefully to the contributions of the younger pupils.
80. Most infant pupils now receive good support for developing reading skills. Year 1 pupils gained confidence in reading last year where the reception teacher covered key skills effectively. A Year 1 pupil defined fiction very effectively as 'A story that leaves you feeling happier'. Pupils are confident in reading and expect to discuss the key features of the story. They recognise a good range of words by sight, but are less confident at building up words from the letter sounds. More able pupils use imaginative vocabulary to express their views. For example, a pupil described a character as a 'jolly little chap'. Pupils are less confident with non-fiction books, but have a simple understanding of contents and index pages.
81. Standards in writing are better than reading because last year a higher proportion of time was spent on writing. The school has now redressed this imbalance. Pupils write confidently across a range of different styles and include some interesting ideas in stories. Less able pupils write at a better standard when they have had interesting experiences. For example, when they write about different school trips. More able pupils use dialogue confidently and often use punctuation correctly. Spelling standards are above average and most pupils produce accurate handwriting of a consistent size. Throughout the school, teachers use poetry well for pupils to copy to improve presentation skills. Staff collate this work effectively into class books, which encourages pupils to write carefully.
82. Teaching is very good between Years 3 and 6. There are excellent features in the Years 5 / 6 class. These include very high quality questioning of individuals to encourage and

extend their thinking and skilful use of humour to motivate and stimulate pupils' efforts. By Year 6 standards are above average in speaking and listening because pupils have experienced a high level of questioning in the previous classes where teachers use the text session very effectively to teach skills directly. More able pupils listen attentively and use vocabulary with subtlety. For example, when discussing their favourite genre, a pupil identified different layers of meaning within the text.

83. Reading standards are well above average in fiction by Year 6. Pupils discuss the content of books and compare different authors in detail. Additional support for less able pupils is organised well in the junior classes. For example, an adult from the 'Right To Read' project supports several of these pupils on a regular basis. The guided reading sessions are high quality. Teachers organise a skilful combination of pupils reading aloud with debate about key features of the texts. Pupils receive very well targeted support to extend their skills because the teachers work intensively with small groups. Teachers have a very good knowledge of the range of children's fiction and are very enthusiastic about discussing their own opinions of the texts. Skills with non-fiction are average. Pupils have a good understanding of features of these books and a simple understanding of the organisation of the library. The provision of the new millennium library puts the school in a good position for developing skills in this aspect. Progress is already beginning in the Years 3 / 4 class where pupils developed a very good understanding of the use of sub titles in non-fiction due to a very well structured literacy hour lesson. Throughout the school pupils all expect to take their reading books home every night and take a pride in their home/school diaries.
84. Writing standards are above average in Year 6 because pupils receive regular opportunities to write in different styles and for a range of purposes in all the junior classes. Homework is used very effectively in the Years 5 / 6 class to extend writing because extended projects are organised using blocks of time to complete them. For example, pupils produced high quality reference books about their chosen country in Africa in one block and then carried out an extended critique of the *Wizard of Oz* in another. Pupils develop skills of extended writing well using word processing because they produce extended stories over a series of chapters. More able pupils produce subtle descriptions as settings for their stories. A pupil wrote 'You could barely see them because it was black as night'.
85. Literacy is developed well across other subjects because teachers take many opportunities to extend pupils' skills. For example, in history pupils produced reference texts about King Canute and wrote stories based on the exploits of Beowolf. A pupil wrote 'A chill ran down my spine, sweat dripped from my face'. Pupils develop good analytical writing in their evaluations for design and technology.
86. Pupils with special educational needs are very well supported. Classroom assistants have a very good knowledge of both their academic levels and their personal characteristics. This ensures that they match their support to the individual's learning style, which pays great dividends in the effort these pupils are prepared to make. Teachers give them every encouragement to share their understanding with the class and to value their contributions. For example, in Years 4 / 5 class the teacher gave these pupils a good proportion of the whole-class discussion and they became quite desperate to offer their answers.
87. Teachers between Years 1 and 6 have very effective skills in promoting positive attitudes to English. Pupils respond very well and show great enthusiasm for their work. Teachers ensure that both girls and boys receive similar opportunities to share in discussions. Staff take care to ensure that the content attracts both genders. For example, in an analysis of autobiographical writing about Alan Shearer, the Years 5 / 6 teacher discussed both the

footballing highlights of his life as well as his personal history. Teachers manage pupils' behaviour very well and teach at a fast pace, which keeps pupils alert.

88. Standards in reading fiction for pupils aged 11 have improved since the last inspection and the standards identified have been sustained. Writing for pupils aged seven have also improved. The assessment systems have developed significantly.

## MATHEMATICS

89. The tables show the national test results for 2000 and the main judgements by inspectors of the standards the pupils achieve.

<b>AT AGE 7</b>	Tests 2000 National comparison	Inspection judgement	Comments
Level 2, the expected level	Average. The proportion of pupils attaining 2B was well below average	Average	Last year there was a weakness in the teaching of number and too many worksheets were used. The new teaching team have already begun to address these weaknesses.
Level 3, above the expected level	Average	Average	

<b>AT AGE 11</b>	Tests 2000 National comparison	Inspection judgement	Comments
Level 4, the expected level	Average	Average	The Numeracy Strategy is having a positive effect on increasing the rate of progress through the junior school.
Level 5, above the expected level	Average	Well above average	These pupils are being challenged effectively.

90. Statistical evidence shows that over the last three years pupils in Year 2 have achieved standards that are below the national average. Girls have consistently outperformed boys. Scrutiny of pupils' previous work shows that there have been weaknesses in the teaching of a number of basic skills. Although pupils' work is marked diligently, there is no evidence of corrections being completed or of additional work to consolidate understanding of key facts and knowledge. There is too much emphasis upon the use of worksheets. This results in some pupils moving on to new topics before they have had time to become competent in using a basic skill. However, classroom observation during the inspection shows that the new teaching team responsible for the Years 1 / 2 class is already addressing some of these issues. The teaching of basic skills is a focus of their planning, as is the problem of underachievement by boys. The standard of work seen during the inspection showed that most pupils are achieving average standards in the work being completed on number.
91. By the end of Year 6, pupils achieve standards that are close to the national average. There is variation between years, but the relatively small number of pupils in each year group makes comparison with national averages somewhat unreliable. The good quality of teaching in the junior classes raises the levels of attainment of many of the boys. This results in there being no significant variation in the performance of boys and girls at the end of Year 6. Inspection evidence indicates that the majority of pupils in the current

Year 6 are achieving average standards. However, a group of higher attaining pupils are achieving levels well above average. These findings reflect those of the previous inspection.

92. In all classrooms, there is very good teamwork between teachers and their assistants. This ensures that all pupils are included in all activities and given support appropriate to their needs. This enables the majority of pupils to make good progress in gaining knowledge and developing mathematical skills. Some pupils with special educational needs make very good progress across the junior classes. The school has recently revised and extended the procedures for tracking pupils' progress. These are already being used very effectively to monitor standards, identify pupils' strengths and weaknesses and set targets for improvement.
93. The introduction of the National Numeracy Strategy has had a positive effect upon on planning and the scheme of work. Termly plans are of a very good standard and show clearly that all areas required by the National Curriculum are being addressed. Short-term plans vary in detail, but contain clear objectives for lessons that are shared with the pupils. This ensures that all pupils know what is expected of them and they try hard at all times to do their best. They have very good attitudes and they enjoy the question and answer session at the start of each lesson.
94. The introduction of the National Numeracy Strategy has had a variable effect upon the quality of teaching and learning and, therefore, upon pupils' rates of progress and levels of attainment. Improvement is most noticeable in the junior classes. During the inspection, teaching was never less than good and was of a very good standard in two of the four lessons observed in junior classrooms. Teachers have good subject knowledge and pay particular attention to using the correct mathematical language and terminology. They know their pupils well and set tasks that are challenging but allow pupils to build upon previous knowledge and experiences. Where teaching is very good, it arises from the teachers' ability to provide a stimulating environment in which pupils are inspired to achieve their full potential. Lessons move with a quick pace, but sufficient time is allowed for pupils to reflect upon what they are doing and achieving. Teachers make very effective use of questions to check pupils' depth of understanding, to extend tasks and pose new problems. They give constant praise and encouragement and make learning fun. This high quality teaching has a direct impact upon pupils' rates of progress and levels of attainment.
95. During the inspection, it was only possible to observe the Years 1 / 2 class on one occasion. The new teaching team has quickly established a good working relationship with the pupils. The introductory session concentrated upon improving pupils' ability to recall numbers to 50 and add or subtract two from a given number. Pupils joined in enthusiastically and they were keen to answer questions. The main activity involved sequencing four numbers into the correct order. The tasks were well matched to the pupils' differing levels of ability. Teaching was of a good standard and all pupils were making sound progress in understanding and using number.
96. Throughout the school, pupils use a developing range of mathematical language when talking about their work and explaining their strategies. They improve their speed and accuracy in mental arithmetic because of teachers' effective questioning. Most teachers try to involve their pupils actively in their teaching, and this has a positive impact upon pupils' learning. For example, in the Years 5 / 6 class, the teacher asked different pupils to plot points in the four quadrants of a graph. This generated an enthusiastic response from the pupils and reinforced the main teaching points. Sensible selection of co-ordinates enabled pupils of all abilities to be given a turn in front of the class. Pupils were sensitive to the feelings of others and gave good support to their peers. Mathematics makes a good contribution to pupils' personal development.

97. Scrutiny of pupils' previous work in other subjects indicated that they are given few opportunities to use their acquired numeracy skills in other contexts. The previous inspection report raised the need to give pupils more chances to use their number and mathematical skills in real life situations. Although this issue has been addressed in part within the mathematics scheme of work, it does not have a high enough profile in other subject areas. Teachers do not take full advantage of using and applying mathematics in other subjects of the curriculum.
98. During the inspection, no use was made of information and communication technology in mathematics lessons. Scrutiny of work showed that not enough use is at present being made of this important tool. Further in-service training has been organised to ensure teachers exploit the full potential of the new computer suite.
99. Co-ordination of the subject is good. Areas for development are clearly identified and focus upon the raising of standards. The co-ordinator monitors teachers' termly plans to ensure that learning objectives are being met. She is keen to be involved in observation of classroom practice, but so far this has been limited to supporting students and newly qualified teachers. Resource materials are satisfactory in quality and quantity and they are used effectively to support pupils' learning.

## SCIENCE

100. The tables show the national test results for 2000 and the main judgements by inspectors of the standards the pupils achieve.

<b>AT AGE 7</b>	Teacher assessment in 2000 National comparison	Inspection judgement	Comments
Level 2, the expected level	Average	Average	Scrutiny of work shows pupils use simple scientific language and have some understanding of investigational work.
Level 3, above the expected level	Average	Average	

<b>AT AGE 11</b>	SATs 2000 National comparison	Inspection judgement	Comments
Level 4, the expected level	Average	Above average	The school has worked hard to develop investigative science and extend pupils' thinking.
Level 5, above the expected level	Well above average	Above average	These pupils have not yet carried out the intensive Year 6 homework programme.

101. The school has established a reputation for its Year 6 pupils to achieve standards in the national tests that are well above average. In the tests at the end of the last school year, all of the Year 6 pupils achieved at least Level 4, and a third of them reached Level 5. This is the first occasion that the school has recorded a 100 per cent record in achieving the average grade. Progress increases in the Year 6 class due to the intensive

programme of homework, which extends the learning in lessons very effectively. Standards have improved since the last inspection. Particular strengths are the pupils' ability to analyse questions, their secure knowledge base and their use of subject specific language. These strengths result from the very good teaching in the junior classes.

102. The evidence from inspection indicates that the standards in Year 2 are average and in Year 6 are above average. The current Year 6 pupils have not yet carried out the intensive programme of homework, which contributes to further raising standards. There are no significant differences in attainment between boys and girls. Pupils with special educational needs are given very good support and this enables them to make very good progress in their studies. Higher attaining pupils are given opportunities to achieve to their full potential by working independently and taking some responsibility for their own learning.
103. During the inspection, it was only possible to observe lessons in junior classrooms. The quality of teaching was never less than good and was of a very good standard in two of the four lessons observed during the inspection. Teachers have good subject knowledge that enables them to give clear and accurate explanations to pupils. All lessons are well planned and there is an emphasis upon a practical approach. Teachers have very good relationships with their pupils and they give constant praise and encouragement. Pupils have very good attitudes and they are keen to learn. They enjoy science lessons and work safely during practical sessions.
104. In the Years 5 / 6 class pupils investigate methods for separating mixtures. The teacher quickly establishes a very good learning environment. She has previously produced some computer generated information cards that are of an excellent standard. They set the tone for the high standard she expects in return from the pupils. There is very effective teamwork between the teacher and the learning support assistant, which ensures that all pupils are included in all activities. The scientific discussion between pupils during the practical session is of a high quality. They use the correct scientific language and give good support to one another. They share equipment sensibly and ensure that each member of the group has a turn in handling the apparatus. They explain what they are doing and why they have adopted a particular strategy for separating the mixture. Science makes a good contribution to pupils' personal development.
105. Pupils in the Years 4 / 5 class investigate seed dispersal. They have good knowledge of the parts of a flowering plant and of the processes of fertilisation. There is a moment of awe and wonder when the teacher opens a flower head of a Chinese lantern to reveal the large seed capsule. The pupils show amazement, surprise and delight when the seed is revealed. They respond very positively to the very good teaching and much of their work is above the average standard.
106. The school has a satisfactory range of resource materials to support learning, and borrowing items from a neighbouring secondary school frequently enhances this. Teachers have worked hard to raise standards in science. Their focus upon adopting an experimental and investigative approach has been particularly successful. All teachers keep detailed records of pupils' levels of attainment and these are used effectively to track pupils' progress and to set targets for improvement. Scrutiny of pupils' previous work gave evidence that they are not given enough opportunities to use the skills they have acquired in numeracy, and in information and communication technology. The co-ordinator monitors teachers' termly planning, but she has no opportunity to observe classroom practice.

## **ART AND DESIGN**

107. By the end of Year 2, the majority of pupils achieve standards in art and design that are average for their age. However, pupils make good progress in the junior school so that by the end of Year 6 standards are above average. Throughout the school, displays of pupils' work are used effectively to enhance the learning environment. These displays give ample evidence of the good standards being achieved by some pupils in all classes. Classroom observation, scrutiny of pupils' previous work and discussion with pupils indicate that standards have improved since the previous inspection.
108. By the end of Year 2, pupils are beginning to express their ideas and feelings. They use a range of materials, tools and techniques in producing their drawings. Tasks are often linked to projects in other subject areas. For example, the pastel drawings showing the growth of a bulb from planting to flowering is effectively linked to a science topic. Many of these drawings have good detail and show good development of observational skills. The paintings depicting the life of Jesus give evidence of pupils' imaginative use of colour and their growing confidence in using brushes and paint. In a lesson based upon the work of Andy Goldsworthy, pupils produced sculptures out of natural materials. The good quality of the teaching ensured an enthusiastic response from the pupils, who were totally captivated by the experience. One group of pupils working on the school field produced an impressive sculpture of a bird. In this lesson, attainment overall was above average and all pupils made good progress in developing both artistic and personal skills.
109. Pupils of all abilities make good progress in their learning as they move through the junior school. Some pupils show a keen eye for detail in their paintings and in observational drawings of still life objects and flowers. For example, some pupils achieved well above average standards in their oil pastel pictures of lilies. Teachers make good use of the work of famous artists to stimulate interest and set high standards for pupils to achieve. They encourage pupils to use the experience to develop their own artistic style rather than just copy the work of the artist. Pupils' paintings of African sunsets in the style of Tony Hudson gave evidence of them responding positively to their teachers' directions. Many of the paintings gave evidence of the good progress pupils are making in using colour and different media in their work in art lessons.
110. Throughout the school, pupils enjoy art lessons and take pride in their work. They have very good attitudes and they willingly take responsibility for collecting and returning materials. They have very good relationships with their teachers and respond positively to their encouraging teaching styles. The quality of teaching is good and this has a direct impact upon the learning environment and pupils' levels of attainment. All lessons are well planned and allow pupils to build upon their previous knowledge and experiences. Teachers have good subject knowledge and this enables them to demonstrate specific art skills and give clear explanations to pupils' questions. Teachers are aware of how the subject can add much to the understanding pupils' have of the world in which they live. Some opportunities to extend learning through information and communication technology are missed. Art and design makes a very good contribution to pupils' spiritual, moral, social and cultural development. The co-ordinator has good personal skill and knowledge. She monitors teachers' termly planning and is a frequent visitor to classrooms.

## **DESIGN AND TECHNOLOGY**

111. During the period of the inspection, it was not possible to observe any direct teaching of design and technology in the Year 1 / 2 class. In addition, the timing of the inspection meant that the school was only able to provide a very small sample of pupils' previous work. Therefore, it is not possible to make a secure judgement on the quality of teaching, or the standards achieved by the end of Year 2.

112. Conversations with pupils, scrutiny of their previous work and some lesson observation indicate that by the end of Year 6 the majority of pupils achieve standards that are above average. This represents good improvement since the previous inspection report. Pupils with special educational needs are very well supported and this enables them to make good progress in developing skills and gaining knowledge. Higher attaining pupils are given opportunity to work independently when designing and making their models. Their models are of an above average standard and reflect their higher ability.
113. Teachers' very good planning documents show that pupils experience all areas of the statutory curriculum. Lesson plans show that a practical approach is adopted and that due care is given to designing before making. Scrutiny of pupils' planning sheets show that planning is good, but final evaluations are less detailed and require further development. There are good cross-curricular links between projects in design and technology and the work in other subject areas. Good examples are designing a pair of sandals for an ancient Greek, linked with a history topic, and making an electrical torch, linked with science.
114. Pupils in the Years 5 / 6 class are investigating a series of biscuit products. They have a good understanding that the biscuits contain different ingredients and that this gives them a different appearance and texture. They also compare the different methods of packaging and ensuring freshness of the contents. Pupils have good attitudes and are keen to learn. They talk sensibly during the practical session and give good support to one another. Their previous work shows that they are developing good practical skills. Completed working models of an all terrain vehicle and a fairground ride are of a good standard, and some of them are very good. In producing these models, pupils have shaped, joined and decorated a range of materials. The majority of them have a good understanding of the need to share ideas during the designing process. They are confident in identifying the appropriate tools and materials before starting to make their models.
115. Teaching is of a good standard. Tasks are well matched to pupils' abilities, but present an interesting challenge and allow them to build upon previous knowledge and experiences. Pupils enjoy the practical approach that is a characteristic of the teaching. Teaching styles are friendly and encouraging and this ensures that pupils are always prepared to try hard and give of their best. Literacy skills are extended well through the use of written planning and evaluation. However, opportunities are missed to develop numeracy or information and communication technology in supporting pupils' learning in the subject.

## **GEOGRAPHY**

116. Standards of pupils aged seven in geography are at the expected level. However, the changes in the teaching team for this class this year has significantly affected progress, which is now very good because the teaching is very good. The headteacher uses a very interesting range of tasks. For example, she completed maps with the pupils on the whiteboard and the blackboard, and then helped pupils to jump onto key features on the map in the playground. She supported them in using picture atlases and led a discussion about the nature of islands. She sets a fast pace which pupils respond to very well, producing high levels of concentration. Pupils understand that transport is needed to move between different physical features and more able pupils use the contents page of the atlas confidently. Behaviour is very good in lessons because the headteacher manages this very well. She creates very good opportunities for awe and wonder in lessons. For example, she opened a new atlas revealing a large map of the United Kingdom and the pupils all gasped in admiration.

117. Standards of pupils aged 11 are above expectations. This is an improvement since the previous inspection. Pupils receive a thorough grounding of this subject through the junior school and develop geographical skills well because teachers ensure they are covered systematically across the split year groups. For example, Year 5 pupils have a good knowledge of physical and human processes in Africa in the Years 5 / 6 class whereas this knowledge is related to India in the Years 4 / 5 class. The use of homework in Year 6 to extend the work in class is very good. Pupils carry out high quality projects using the Internet and other sources to investigate a country in different continents such as Africa. They cover key geographical features such as climate, location, the economy, education and many other aspects in these projects and have a good understanding of their individual research. Equal opportunities are considered carefully and pupils without computers at home use the school computers at lunchtime. More able pupils are articulate in expressing their geographical understanding. For example, a pupil explained that the nature of political leadership directly affects a country's wealth. Pupils have a good understanding of location of their own village because the Years 5 / 6 teacher takes pupils out into the village to identify key geographical features. For example, pupils identified the importance of the location of the Humber Bridge and understood the human basis of place names such as Benny's Lane.
118. Pupils are enthusiastic about geography because teachers are knowledgeable and transmit their own enthusiasm for the subject. Pupils with special educational needs make very good progress because they are well supported in carrying out the tasks. For example, they produced good quality individual projects about their chosen country in Africa through receiving guidance of areas they might investigate. Teachers use information and communication technology well to develop pupils' research skills and pupils take a pride in their finished reference books. Literacy standards are above expectations because pupils are expected to produce extended written accounts and produce reference books with contents pages and chapters. Speaking and listening skills are also extended effectively because pupils produce plays for the whole school based on their work in geography. For example, the Years 4 / 5 class presented a play about a day in the life of an Indian girl called Chandra.

## **HISTORY**

119. Teaching is satisfactory in the infants and the standards achieved by pupils aged seven are at the expected level. They have a simple understanding of chronology through comparisons they carry out about artefacts of the past and the present. For example, they know that toys from the past were constructed from different materials and do not have electronic parts. They know that they have different moving parts because they investigate their movements down ramps in science lessons.
120. Teaching is satisfactory with some good features in the junior classes. Pupils make good progress in the Years 3 / 4 class because the teacher uses stimulating experiences to reinforce their historical understanding. For example, after a discussion on archaeology, pupils took the different parts of a broken pot and reconstructed it in sand. They develop skills of answering questions about the past because the teacher is skilful in using the whole-class discussion to draw pupils' existing knowledge out and then extending it.
121. Pupils develop skills in using reference books to develop historical understanding because teachers give them regular opportunities to carry this out using interesting tasks. For example, in the Years 4 / 5 class pupils identified the hierarchy of different occupations through the use of a good range of reference books. Literacy hours are used effectively to extend historical understanding. For example, in the Years 3 / 4 class pupils developed understanding of the use of subtitles through a text based on Tutankhamun, which contributed well to their historical knowledge.

122. By Year 6 pupils compare different characteristics of historical periods at the expected level because they learn about varying historical periods over their junior schooling and are encouraged to refer back to previous things they have learned. More able pupils do this in detail. For example, these pupils compared the burial customs of the Vikings and the Egyptians. Pupils understand about the way facets of the past are represented. For example, they explained how the legendary content of symbols in Egyptian times affected daily lives. They appreciate feats of technology from different cultures, like the sphinx, and understand the achievement in relation to the available technology. Pupils understand about the details of everyday lives across different cultures because teachers use a range of different ways of developing this knowledge. These include visits to key historical sites such as the Jorvik centre, taking part in drama productions such as the life of a World War 2 refugee, and producing the front page of newspapers at key dates in history. Teachers use fiction very effectively to reinforce historical understanding whilst extending literacy skills. For example, pupils enjoyed the story 'Goodnight Mr. Tom' when studying the World War 2 period.
123. Teachers organise history carefully in order to teach skills based on different periods in the different classes. This ensures that pupils in split age group classes receive the same entitlement of the curriculum. Teachers are enthusiastic about history, which is evident in their lessons. Pupils respond well to this and are eager to share their knowledge. Teachers use display well to stimulate curiosity. Pupils are proud of their contributions to the displays, which further extends their appreciation of this subject. Homework is used well in the Years 5 / 6 class because pupils are expected to produce extended pieces of writing based on historical periods. Pupils with special educational needs are very well supported across discussions and in producing written work, which results in very good progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124. Scrutiny of pupils' previous work shows that by the end of Year 6 they achieve standards overall that are below average for their age. However, this is due mainly to a lack of curricular provision rather than pupils' ability to achieve the required standard. In some of the areas of the curriculum that they did experience, for example communicating and handling information, the majority of pupils attain levels that are above average.
125. The school staff and governors have worked hard to raise the funds required to establish a computer suite. This new facility provides very good accommodation for teaching and learning in information and communication technology. In addition, the purchase of the necessary resource materials means that the school is now able to deliver all of the elements required by the National Curriculum. Teachers' very good quality termly plans show clearly where pupils will experience the missing curriculum elements relating to controlling, monitoring, and e-mail. The much improved accommodation and resources for teaching the subject represent good improvement since the previous inspection.
126. Teachers are working hard to adapt their teaching styles to meet the challenge of teaching effectively in the computer suite. The learning support assistants are giving them very good support and together they are providing a stimulating learning environment. In the limited number of lessons observed during the inspection, teaching was always of a good quality. All lessons are well planned with a clear focus on the learning objectives. Teachers have very good relationships with their pupils and set high standards for them to achieve. The new facilities together with the good teaching are already improving some pupils' levels of attainment and raising standards towards average levels.
127. The nursery nurse supports the group of the youngest pupils in Year 1 very effectively. She gives them confidence in the unfamiliar surroundings and encourages them to try

hard. They have very good attitudes and thoroughly enjoyed the learning experience. They can change the size of font and use bold. They have some difficulty finding letters on the keyboard, but know how to delete and correct errors. They are achieving levels that are appropriate for their age.

128. Pupils in the Years 3 / 4 class are able to change the style, size and colour of font. They are developing keyboard skills and the majority can explain the function of different keys. In the Years 4 / 5 class, pupils are producing a dinosaurs database. Almost all of them are able to respond to on-screen instructions and have good control of the mouse. They are quickly able to correct errors in text and can save and print their work. The majority understand the importance of framing questions carefully and can amend those that are inappropriate. Pupils in the Years 5 / 6 class can input data in column format and use different colours to highlight sections. Some pupils' work shows ability to use the Internet and in-put graphics into text.
129. During lesson observation, some pupils in each class are achieving standards that are above average. However, the majority of pupils at this stage of the school year are achieving standards that are appropriate for their age. Pupils have not had enough time on computers to develop their keyboard skills. During the inspection, the computers in most classrooms were not used to support pupils' learning and the new facilities were not used efficiently. There is a need for the school management team to explore ways in which pupils can be given more access to the computer suite.
130. Throughout the school all pupils are included in all activities. Those with special educational needs are given very good support and this enables them to make good progress. Higher attaining pupils are given opportunities to work with more independence and take some responsibility for their own learning.
131. Scrutiny of pupils' work in other subjects shows that information and communication technology is not being used sufficiently in other subjects. Although teachers have identified areas where pupils' acquired skills can be used to support learning, there is little evidence to show that this is happening. Literacy skills are developed effectively with the older pupils through the production of extended stories using word processing. However, opportunities to develop numeracy skills are being missed.
132. All teachers have access to personal computers that are used very effectively in the production of policy statements, schemes of work and planning documents. Some teachers' short-term plans and worksheets are computer generated and they are of a very good standard. For example, in a Years 5 / 6 science lesson the work cards given to each group were of an excellent standard and set the tone for the high quality learning environment. The assessment co-ordinator is establishing a computer-based system for tracking pupils' progress across the school. This new initiative is already having a very positive effect upon identifying pupils who need additional help or support.
133. The co-ordinator provides good leadership and direction for the subject. She has worked hard to improve her own competence and develop the subject securely within the curriculum. She deserves credit for the part she has played in establishing the computer suite and in the production of the scheme of work. She has attended appropriate external in-service training courses and this is enabling her to give good support to her colleagues.

## MUSIC

134. Pupils start school with standards at the expected level. They make good progress through the school because there is a very good quality specialist teacher employed for a day a week. He works with all of the pupils in all classes and builds very effectively on his knowledge of their progress. In the junior school his work widens to include development of an orchestra, advanced recorders and a choir. Other specialist teachers of violin and brass supplement his work very effectively. The specialist teacher tracks the progress of these instrumentalists carefully and ensures that their skill level is taken into consideration when they work in the orchestra. This ensures that standards of pupils aged 11 are well above expectations. This is a significant improvement since the previous inspection.
135. Pupils aged seven listen to music with appreciation. They have daily opportunities for this in assemblies, where a varied programme of music is played and the title of the music and the performer discussed. They sing sweetly in tune, maintaining the beat and rhythm. For example, in Year 1 pupils sing a simple pattern of notes using their own names in the tune. Pupils gain confidence in performing because they are given clear guidance and sensitive support to contribute to the lesson. Pupils develop better skills than expected for their age in composing music. They devise their own ways of recording the length of notes, such as large swirls or tear drops, and understand that different types of notes are played at the same time in compositions.
136. The very good teaching of the subject specialist has excellent features in the junior school. Pupils develop a musical appreciation and vocabulary above the expected level because the teacher builds these skills carefully over time. For example, he plays percussion instruments at different volumes and then supports pupils in describing their qualities, using terms such as pianissimo. Pupils improvise different rhythms confidently through experimentation because they are given interesting tasks to develop these skills. They produce simple scores to record their compositions, using a very good range of notes correctly including quavers, semi-quavers and crochets.
137. The very good subject knowledge is used very effectively with the more able pupils in the junior school, setting a high level of challenge and using their different levels of expertise carefully to extend their learning. For example, in the orchestra, the teacher ensured that the violin players had a simple part, which harmonised with the more proficient cornet players. The quality of the playing by pupils in the orchestra is high. They read music confidently, maintain their own melody or harmony and keep in time with the other performers.
138. Pupils with special educational needs are well supported in lessons. During the whole-class sessions they play a full part and in the group work they share in the composing and the musical analysis. The great enthusiasm of the teacher is transmitted across the whole school and pupils respond very well to his high expectations and fast pace. Older pupils made very good progress in learning a complex tune because the teacher sang it so precisely and encouraged everyone to have a go. Interesting contexts are used to develop skills as pupils get older. Years 1 / 2 pupils produced compositions stimulated by water music, Years 3 / 4 pupils composed African drum rhythms and the oldest pupils produced compositions based on outer space. Pupils use their musical skills well in the community, performing in places such as the local church and Cheshire home as well as performing in concerts in the school for their parents.

## PHYSICAL EDUCATION

139. The majority of pupils aged 7 and 11 achieve the expected standards for their age. However, in all classes some pupils achieve standards that are above average, particularly in dance and swimming. All pupils are included in all normal class activities. Those with special educational needs are very well supported and this enables them to make good progress. These findings reflect those of the previous inspection.
140. Pupils in the Years 1 / 2 class investigate how they can make different shapes with their bodies. They work enthusiastically and try hard to follow the teacher's instructions fully. Behaviour is very good because they strive to reach the high standard of performance expected by their teacher. They give very good support to one another when working with a partner and are delighted when they are asked to demonstrate to the class. All pupils are making good progress in extending the range of body movements that they can control.
141. Teachers expect pupils in the Years 5 / 6 class to sustain periods of vigorous physical activity in their dance lessons. They use space effectively and take care to avoid other pupils when moving position. They link their physical movements very effectively to music and are confident in demonstrating to other members of the class. All pupils perform at a level appropriate for their age and a few achieve a higher standard. They make very effective use of facial expressions and perform with good control and poise. When asked to do so, pupils comment sensibly on their own and other pupils' performances, and in doing so they give considerable thought for others' feelings. Physical education makes a very good contribution to their personal development.
142. In the lessons seen during the inspection, the quality of teaching was good. Lessons are well planned with clear learning objectives. This ensures that pupils are building upon previous experiences and being faced by appropriate challenges. Teachers have very good relationships with their pupils. They are aware of their individual needs and they give constant praise and encouragement. Lessons are fun and enjoyed by both teachers and pupils.
143. Swimming is included in the autumn term timetable for all Year 4 pupils. Those pupils who cannot swim 25 metres at the end of 8-week programme have opportunity to attend in Year 5 and if necessary Year 6. The high mobility of pupils on the school roll means that this recovery programme is essential in trying to ensure that all pupils reach the minimum standard by the time they leave the school. The swimming records show that only two of the 20 pupils in last year's Year 6 group failed to achieve their 25-metre badge.
144. The school offers a good number of extra-curricular sporting activities, which includes football, netball, rounders and kwik cricket. These activities give older pupils opportunities to develop those skills that are necessary to be an effective member of a team. The co-ordinator gives unstintingly of her time to the school. She has led the revision of the scheme of work and monitors teachers' termly plans to ensure curriculum coverage. She provides good leadership and direction for the subject.

## RELIGIOUS EDUCATION

145. Standards at the end of both Year 2 and Year 6 are broadly in line with those expected by the locally agreed syllabus. However, a significant group of pupils in the Years 5 / 6 class achieve standards that are well above average. These findings reflect those of the previous inspection. Pupils with special educational needs are well supported in all normal classroom activities and this enables them to make good progress. Higher

attaining pupils are given opportunities to achieve to their full potential when participating in discussion and in the completion of written work.

146. During the inspection it was not possible to observe any direct teaching in the Years 1 / 2 class, but pupils were observed during acts of collective worship. Scrutiny of their previous work revealed that there is an emphasis upon gaining an understanding of Christianity and what it means to be a Christian. Pupils are learning about the life of Jesus and they have a good understanding of the traditions and symbolism surrounding Christian festivals. They have visited the local church to look at artefacts and furniture, and their drawings show that this visit made a considerable contribution to their learning. They have also visited a synagogue and are being introduced to the traditions of other world faiths.
147. In the junior school, there is a greater focus upon preparing pupils for life in a multi-cultural society. During the inspection, the Years 4 / 5 class played host to a visitor who came to share her experiences as a practising member of the Sikh faith. Dressed in her traditional robes she made an immediate impact on pupils' learning. The good quality and friendly manner of her talk gave the pupils confidence to ask a series of searching questions. Pupils gained a great deal from this experience not only in knowledge but also in personal development. In another lesson, the Years 5 / 6 class were re-writing the Ten Commandments in the style of the school rules. The teaching was inspirational. Pupils joined in the discussions with enthusiasm and willingly shared ideas, thoughts and feelings. This lesson gave evidence of the very good contribution religious education makes to pupils' personal development.
148. The co-ordinator is building up a satisfactory range of resource materials and artefacts to support the teaching of the religions detailed in the agreed syllabus. These resources are well used, but insufficient use is made of information and communication technology to support pupils' learning.