

# INSPECTION REPORT

## ZETLAND PRIMARY SCHOOL

Redcar

LEA area: Redcar and Cleveland

Unique reference number: 111609

Headteacher: Mr P Davies

Reporting inspector: Mrs J Randall  
1471

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> September 2000

Inspection number: 224679

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Redcar Lane

Redcar

Cleveland

Postcode:

TS10 3JL

Telephone number: 01642 484595

Fax number: 01642 491550

Appropriate authority: The Governing Body

Name of chair of governors: Mr M McNulty

Date of previous inspection: 23<sup>rd</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Randall, 1471	Registered inspector	The Foundation Stage	What sort of school is it?
		English as an additional language	What should the school do to improve further?
		Physical education	School's results and achievements
		Religious education	
Mr D Heath, 9777	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr A Allison, 31175	Team inspector	English	How well is the school led and managed?
		Geography	
		History	
Mrs T Aspin, 4926	Team inspector	Equal opportunities	How well are pupils taught?
		Mathematics	
		Art and design	
		Music	
Mr G Carter, 4720	Team inspector	Special educational needs	How good are the curricular and other opportunities offered to pupils?
		Science	
		Information and communication technology	
		Design and technology	

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Inspection Quality Division  
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Zetland Primary School serves an area of older, private terraced housing near the centre of a small seaside town. A number of families are housed in bed and breakfast accommodation by social services. The percentage of pupils eligible for free school meals is 20.6 percent. The school has 262 pupils including 26 full time equivalent nursery pupils. There are 49 pupils on the register of special educational needs. The school caters for boys and girls from the age of three to 11. The attainment of pupils on entry to the nursery covers a wide range of levels but many pupils are below average.

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

The school is committed to raising standards and these are improving, particularly in reading, science and information and communication technology. The leadership and management of the school are good and the school benefits from the high quality leadership of the new headteacher. The systems in place for ensuring that change is manageable and effective are raising confidence and teaching expertise. Targets for improvement are set. Recent initiatives to support the learning of reading skills are having a positive effect on attainment, particularly for pupils with special educational needs. Pupils behave very well in school and this contributes to the improving standards. The climate for learning is good and pupils have good attitudes to school. Staffing, accommodation and resources are used wisely and the school gives good value for money.

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

- Attainment in English at the end of Key Stage 2 is well above average when compared with similar schools and present standards are broadly in line with national expectations.
- Attainment in science and information and communication technology has risen considerably and by the end of Key Stage 2 is in line with national expectations.
- The quality of teaching and learning is good.
- The provision and teaching for children in the Foundation Stage are very good.
- Leadership and management are good and very effective in supporting school improvement.
- The behaviour of pupils is very good and this makes a significant contribution to learning.
- Pupils' personal development is good.

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

- Standards in mathematics at Key Stages 1 and 2.
- Standards in writing at Key Stages 1 and 2.
- Those subjects which have not yet received focused attention in order to meet the latest National Curriculum requirements.
- The extension of the newly established assessment procedures at Key Stages 1 and 2 to those subjects where assessment is, as yet, undeveloped, and the use of the results of assessment to focus more clearly on matching work to pupils' prior attainment.

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

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

The school was last inspected in March 1998, when the school was judged to have serious weaknesses. Since then it has made very good improvement. Standards have risen in science and information and communication technology. A high priority has been given to the improvement of resources and teachers' skills for information and communication technology and science and these are now very good. The school has maintained its standards in English. The good quality of teaching has been maintained. The quality of leadership and management is now good. The school improvement plan is now fully in place and this is based on clear priorities to address weaknesses and promote improved standards. Assessment and target setting procedures have improved and are positively affecting teaching and learning. This is still an area for further development, particularly in the use of information gained to help in planning pupils' work and to match work precisely to pupils' prior attainment. Monitoring of teaching is improving standards. Subject guidance is in place for all subjects but in some subjects is only just becoming effective. An appropriate allocation of time has been given to all subjects with the exception of design and technology. There is a clear homework policy and the prospectus and governors' annual report to parents meet legal requirements. The school library has

been refurbished to a high standard and restocked.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	C	C	A
mathematics	E	D	E	E
science	E	C	E	E

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

In 1999, the results of the national tests at the end of Key Stage 1 were below the national average in reading and well below the national average in writing and mathematics. When compared with similar schools reading was broadly in line with the national average and writing and mathematics were well below. Unvalidated tests for 2000 show that reading standards declined but there was a small percentage improvement in writing. The decline in the percentage of pupils that achieved Level 2 or above in reading is attributable to the number of pupils with special educational needs in the year group. Inspection evidence shows that attainment in English at the end of Key Stage 1 is below national expectations overall but broadly in line in speaking and listening and reading. Writing is well below national expectations. In mathematics standards are in line with national expectations. Unvalidated results for 2000 show a significant improvement in science. The results of the 1999 tests in English at the end of Key Stage 2 were close to the national average. When compared with similar schools the results were well above average. The school came very close to achieving its challenging target for 2000 and inspection evidence indicates that attainment in English of the present Year 6 is in line with national expectations overall but attainment in writing is below expectations. In mathematics results were well below average in 1999 when compared with national data and with similar schools. Standards attained in mathematics are lower than in English due to the decision to target improvement efforts on English first. Inspection findings are that standards in mathematics are well below average. The targets set for pupils to reach in 2000 were too ambitious and the school is unlikely to reach the provisional, very high target set for 2001 but standards are improving. National test results in science in 1999 were well below average when compared with national results and in comparison with similar schools. Unvalidated results for 2000 show that attainment has been raised significantly. Inspection evidence shows that attainment in Year 6 is now in line with the national expectation as a result of improved teaching and better curriculum guidance and organisation. Attainment in information and communication technology is in line with national expectations and attainment in religious education meets the requirements of the Locally Agreed Syllabus. Pupils in the Foundation Stage make good progress in their learning and by the end of the stage most meet the nationally expected learning goals in all areas. The overall trend of improvement is broadly in line with that found nationally.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They show interest and respond well to teachers.
Behaviour, in and out of classrooms	The behaviour of pupils is very good and makes an important contribution to learning.
Personal development and relationships	Pupils show respect for each other and for adults. They take responsibility for their own actions.
Attendance	Attendance is good and unauthorised absence low.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall and this is improving standards. It is satisfactory or better in 95 per cent of lessons. It is very good or excellent in 26 per cent of lessons, good in 40 per cent, satisfactory in 29 per cent and unsatisfactory in five per cent. There have been many changes in teaching staff. Recently appointed teachers and members of the senior management team are making a strong contribution to the current good quality of teaching. Praise is used well to recognise effort or achievement and encourage pupils to work harder. Teachers have high expectations of pupils' behaviour and of their willingness to listen. Where teaching is good, first-hand experiences through visits to museums and other places of interest are used well to stimulate pupils' learning and this helps them to retain knowledge. Subjects are often linked together to make the best use of time. The teaching of literacy is good. Teachers have a good grasp of the National Literacy Strategy and are using it well to improve standards. Basic skills are taught well, but these are not always used to produce quality writing in other subjects. Reading is taught well. The teaching of numeracy is satisfactory. Teachers are developing the skills to be effective in using the National Numeracy Strategy. In-service training has improved expertise. Teachers in the Foundation Stage provide a secure, happy and stimulating environment. They have a very good understanding of the needs of young children and the latest curriculum requirements. Teachers and the special educational needs co-ordinator work together to produce individual education plans for pupils with special educational needs. These are of variable quality. The best ones clearly outline the way in which the curriculum is to be adapted to meet pupils' individual needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	At Key Stages 1 and 2 the quality and range of learning experiences are satisfactory. There are some shortcomings in the full breadth and range of the latest National Curriculum requirements. For pupils in the Foundation Stage provision is very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good in the Foundation Stage and satisfactory for all other groups. Support provided by classroom assistants is often good. The match of work to the needs of pupils is inconsistent although in the best lessons it is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Pupils' social development is particularly well supported. Opportunities to celebrate cultural diversity are under-developed. There are good opportunities for pupils to develop an understanding of their local and national heritage through visits and visitors.
How well the school cares for its pupils	The school is a caring place in which pupils are confident to learn. Procedures for assessing and recording progress are improving but assessments are still insufficiently used to help teachers to plan work in all subjects.

The school has established a good working relationship with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good and there is good educational direction for the school. The leadership of the new headteacher is of high quality.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties satisfactorily. Agreed shared aims and values are widely communicated between staff and governors.
The school's evaluation of its performance	The school monitors and evaluates its performance well. There are clear priorities for change that are manageable and effective.
The strategic use of resources	The school's improvement plan is closely linked to the budget and the priorities that have been identified. Principles of best value are well understood.

Accommodation is satisfactory and used to best advantage. The new library and information and communication technology suite provide a high standard of accommodation and are very effective in their support for learning. There is a good level of suitably qualified teaching and support staff. Learning resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good teaching and progress.</li> <li>• Children like school and are expected to work hard.</li> <li>• They feel comfortable in approaching the school.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team agrees with parents' positive views about the school. The range of extra-curricular activities is good.

## **PART B: COMMENTARY**

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

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

1. In 1999, the results of the national tests at the end of Key Stage 1 in English were below the national average in reading and well below the national average in writing. When compared with similar schools reading was broadly in line with the average and writing was well below. Unvalidated tests for 2000 show that reading standards declined but there was a small percentage improvement in writing. The results in mathematics were well below average when compared with both national data and with similar schools. Results in 2000 were lower than in previous years. The decline in the percentage of pupils that achieved Level 2 or above in reading is attributable to the number of pupils with special educational needs in the year group. Effective additional support has been provided for these pupils to help them improve. Inspection evidence shows that attainment in English at the end of Key Stage 1 is below national expectations overall but broadly in line in speaking and listening and reading. Writing is well below national expectations. In mathematics standards of pupils currently in Key Stage 1 are in line with national expectations. The overall standards of pupils who have just passed the end of Key Stage 1 are well below national expectations. Teacher assessment in science in 1999 showed the percentage of pupils reaching the expected Level 2 was well below average. Unvalidated results for 2000 show a significant improvement. Inspection evidence indicates that attainment is now below average.
2. The results of the 1999 tests in English at the end of Key Stage 2 were close to the national average. When compared with similar schools the results were well above average. The school came very close to achieving its challenging target for 2000 and inspection evidence indicates that standards in English of the present Year 6 are in line with national expectations overall but attainment in writing is below. In mathematics results were well below average in 1999 when compared with national data and with similar schools. The number of pupils reaching the nationally expected Level 4 in 2000 is similar to that in 1998 and 1999 but almost half the pupils in the year group taking the test had special educational needs and had experienced some disruption in teaching through staff absence during Year 5. Standards attained in mathematics are also lower than in English owing to the decision to target improvement efforts on English first through the literacy strategy. Inspection findings are that standards in mathematics are well below average. The targets set for pupils to reach in 2000 were too ambitious and the school is unlikely to reach the provisional, very high target set for 2001. National test results in science in 1999 were well below average when compared with national results and in comparison with similar schools. Unvalidated results for 2000 show that attainment has been raised significantly. Inspection evidence shows that attainment in Year 6 is now in line with the national expectation owing to improved teaching and better curriculum guidance and organisation.
3. The use of literacy skills in other subjects is supported by the identification in lesson planning of key vocabulary. Speaking and listening skills are used well in other subjects and pupils use research skills effectively. However, opportunities for writing at length in other subjects and links between these and work in literacy lessons are insufficient for all pupils to develop their skills fully. Reading is well promoted throughout the school and the several recent reading initiatives are having a good impact on learning and attainment. During the inspection, little evidence could be found of numeracy skills being used or developed in other subjects except in information and communication technology where pupils use spreadsheets well to tabulate and calculate.

4. Standards in information and communication technology at the time of the previous inspection were below national expectations at the end of Key Stage 1 and well below at Key Stage 2. Since then significant improvements have been made with the result that at both key stages pupils' attainment is now in line with expected levels. By the age of seven pupils use a word processor to write text, have a sound knowledge of the keyboard, use the 'toolbar' icons of the software and write commands which enable a programmable toy to move. By the age of 11, pupils can format their work in a variety of ways using different fonts and sizes. They use a CD ROM encyclopaedia for research and use branching databases to extend work in science. Pupils at both key stages attain standards in religious education that are in line with those required by the Locally Agreed Syllabus. The whole-school planning now reflects the Locally Agreed Syllabus and this is an improvement since the previous inspection. During their time in school, pupils study Christianity and two of the world's main religions – Judaism and the Sikh faith. They learn what religion means in people's lives and study local religious buildings for example.
5. Pupils make suitable gains in knowledge skills and understanding in history. They study the local area and make good use of local facilities such as museums and the environment. Pupils' attainment in physical education is in line with that found nationally. Standards in music and art and design do not meet the latest National Curriculum requirements but this is because limited time has been given to these subjects in the last two years when school priorities focused on English, science and information and communication technology. The school is now following the most recent guidance and developing pupils' skills and creativity. At present insufficient time is allocated to design and technology but the school is in the process of remedying this. In Key Stage 1 pupils make satisfactory progress but by the end of Key Stage 2 the experience of pupils in designing for and using a range of materials is limited and they have insufficient knowledge and experience of the use of construction apparatus for the design of structures and powered vehicles. In food technology they know how to design a salad and why it is a healthy meal for example. The curriculum for this subject has very recently been reviewed to take account of the latest national guidance and the new documentation is providing the necessary support for staff to improve standards in the subject.
6. Many pupils enter the nursery with skills that are below average, particularly in language and vocabulary development. In the Foundation Stage of nursery and reception classes they make good progress. By the end of the stage most pupils reach the national Early Learning Goals in personal, social and emotional development, communications, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.
7. The school is successful in fostering the achievement of lower attaining pupils. Pupils with special educational needs are identified at an early stage. Teachers and classroom assistants often provide good support that enables these pupils to make progress in line with that of their peers. The extra help given in reading through various initiatives is particularly effective in improving learning and attainment.

8. The school has been very successful in raising attainment in those subjects that have received focused attention. Clear priorities ensure that change is manageable, effective and that resources can be improved appropriately. Staff confidence is improving rapidly and is contributing to raising standards. The school monitors its performance well. The quality of leadership of the new headteacher is also a significant feature in the improving standards. The high standards of pupil behaviour expected in the school and the confidence of pupils are also positive features in the improvement in standards already obtained and the continuing of this improvement in other subjects.

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

9. Pupils have good attitudes to school. They move around the school with confidence, many of them taking responsibility for opening the door for other children and adults. They are polite and treat others with respect. They enjoy lessons and listen well. Parents confirm that their children enjoy coming to school. Pupils show interest and maintain good concentration during lessons and respond well to teachers' questioning. Higher standards have been maintained since the previous inspection.
10. The way that pupils behave is a strength of the school and it makes an important contribution to their learning. Behaviour in the playground and the dining room is good and in most lessons it is very good. Pupils show respect for school property such as the new computers. There was only one fixed period exclusion in the last school year and there were no incidents of bullying or harassment seen during the days of the inspection. During two outside visits, pupils' behaviour was exemplary and they valued and enjoyed the contributions of visitors such as the 'British Telecom Roadshow'. Pupils know what is expected of them and know the difference between right and wrong. They understand well when they have been at fault and learn to take responsibility for their own actions.
11. During group work, very good relationships between pupils are evident and pupils help each other and discuss their work in a mature manner. Pupils are respectful to adults and are keen to give a good impression of their school.
12. Pupils respond well to any opportunities to take responsibility. They enjoy being involved in drawing up the classroom rules and with routines such as taking the register to the office. Pupils vote for a group of older pupils to be their School Council representatives. The Council meets regularly to discuss pupil suggestions and school improvements.
13. The school has an inclusive approach to pupils with special educational needs and they are an integral part of the school community. Pupils with special educational needs take a positive approach to all activities and work with commitment.
14. The majority of pupils achieve good attendance levels and unauthorised absence is low. This improvement is due to a recent focus by the school and new monitoring procedures. Most pupils are punctual for school.

## HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall and this is improving standards. It is satisfactory or better in 95 per cent of lessons. It is very good or excellent in 26 per cent of lessons, good in 40 per cent, satisfactory in 29 per cent and unsatisfactory in five per cent. The quality of teaching of children in the Foundation Stage of nursery and reception classes is very good. It is very good in 64 per cent of lessons and good in 36 per cent. In Key Stage 1 teaching is good, with 17 per cent of teaching being very good, 44 per cent good and 33 per cent satisfactory. Teaching in Key Stage 2 is also good. Nineteen per cent is very good or excellent, 39 per cent is good, and 36 per cent is satisfactory. A small percentage of teaching in both key stages (six per cent) is unsatisfactory.
16. The quality of teaching is similar to that recorded in the previous inspection and remains a strength of the school. There have been many changes in teaching staff. Recently appointed teachers and members of the senior management team are making a strong contribution to the current good quality of teaching. Throughout the school relationships between teachers and pupils are very good and this gives pupils confidence in their own abilities. Praise is used well to recognise effort or achievement and encourage pupils to work hard. Teachers have high expectations of pupils' behaviour and of their willingness to listen. Classroom routines are well established. Any misbehaviour that does occur is very well managed and this is supportive of a good climate for learning. In all lessons pupils are expected to settle down quickly when they enter the classroom. Routine tasks, such as registration and clearing up are completed quickly and efficiently, giving the maximum amount of time for teaching. Resources are well prepared and organised so that they are easily accessible to pupils and teachers. Support assistants, nursery nurses, and parents who help in the classroom are used well and make a valuable contribution to pupils' learning.
17. Teachers of children in the Foundation Stage provide a secure, happy and stimulating environment for pupils. They have a very good understanding of the needs of young children and the latest requirements of the curriculum. They provide a good balance of activities designed to teach specific skills and those that allow the opportunity for pupils to develop their imagination and make choices. They interact well in child-initiated activities to develop vocabulary and stimulate thought. The needs of individuals are carefully assessed and this knowledge is used to plan activities to meet their level of development.
18. In Key Stages 1 and 2 teachers know the pupils in their class well. Lessons are well planned and organised. In the best lessons teachers set different targets for pupils with different levels of prior attainment to achieve by the end of the lesson or series of lessons. Where lessons are less effective, the same target is set for all pupils and activities do not take into account sufficiently what the pupils already know or their difficulties. This occurs more often in classes in the middle of Key Stage 2. Teachers generally mark pupils' books regularly and write supportive comments. In a few classes work is carefully annotated and problems followed-up. This is exemplified in the mathematics books in a class for Year 1 and 2 pupils. However, too often pupils with all levels of prior attainment are allowed to present work untidily or leave work unfinished. Some marking is superficial or incorrect.

19. Where teaching is good, first-hand experiences through visits to museums and other places of interest are used well to stimulate pupils' learning and this helps them to retain knowledge. Subjects are often linked together to make the best use of time. For example, preparatory work done with pupils in Year 6 before their visit to a mining museum helped them make the most of the experience. Literacy skills were based on a story set in the times studied and other links were made with a visit to the local church. Follow-up activities in music also extended pupils' literacy skills. In the last eighteen months careful budgeting has led to an improvement in the quality of resources. These are being used effectively to improve learning. Homework tasks, which include reading, make a good contribution to learning throughout the school.
20. Pupils with special educational needs make satisfactory and often good progress with their learning. Teachers and the special educational needs co-ordinator work together to produce individual education plans. These are of variable quality. The best ones clearly outline the way in which the curriculum is to be adapted to meet pupils' individual needs. Teachers brief classroom assistants and other adults skilfully. As a result the effective support provided by these dedicated assistants makes a good contribution to pupils' learning.
21. The teaching of literacy is good. Teachers have a good grasp of the National Literacy Strategy and are using it well to improve standards. Lessons are well structured. Basic skills are taught well, but these are not always linked together sufficiently and used to produce good quality writing in English or in other subjects. Opportunities for writing are not sufficiently identified in other subjects although there is often planned use of information and communication skills. Key subject vocabulary is consistently identified in all lesson plans and used to improve pupils' language skills and understanding. Teachers use good questioning skills to assess attainment and involve all pupils, who are expected to respond in complete sentences. Pupils are taught to listen carefully in all subjects. For example, in a music lesson in Year 6 pupils were expected to listen very carefully to the words of ironstone mining songs. The teacher asked searching questions about the singers' feelings and concerns. She expected and obtained some thoughtful comments from pupils. Reading is taught well. Parent volunteers, who are specially trained, make a good contribution to the development of reading skills. They are well prepared and valued by teachers. Other reading initiatives are also improving teaching and standards.
22. The teaching of numeracy is satisfactory. Teachers are developing the skills to be effective in using the National Numeracy Strategy. In-service training has improved expertise. The school is aware of the weaknesses in provision and is taking suitable steps to improve teachers' understanding, through further in-school support and training. In mathematics lessons a suitable emphasis is placed on number work. Numeracy skills are not developed or used sufficiently within other subjects.
23. Teaching in science is satisfactory, with some very good teaching in Year 6. This is improving standards considerably. The lack of confidence in teaching science and information and communication technology indicated in the previous inspection has been remedied. A strength of the good teaching of information and communication technology is the good personal knowledge of the teachers, based on recent in-service training. Computer programs are beginning to be used well in other subjects and good use is made of the resources available to improve learning. The teaching of history is good. Insufficient lessons were seen to make a judgement on the quality of teaching of art or music in Key Stage 1 or religious education, geography, design and technology and physical education throughout the school. Art and design and music are taught well in Key Stage 2.

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

24. At Key Stages 1 and 2 the quality and range of learning opportunities provided by the school is satisfactory. For those pupils in the Foundation Stage the quality of curriculum provision is very good. It continues to be a strength of the school. At the time of the previous inspection there was an imbalance in science and information and communication technology. This weakness has been addressed by the school, which now provides all subjects of the National Curriculum and religious education. However, there are still some shortcomings in the full breadth and range of the latest National Curriculum requirements. The school recognises this and has a well focused plan for the development of each subject in turn, at an appropriate pace to ensure staff confidence. An appropriate allocation of time has been given to all subjects, except design and technology, including sufficient additional time to English and mathematics to meet the requirements of the National Literacy and Numeracy Strategies. In both key stages there is insufficient time allocated for all elements of design and technology to be effectively taught, but particularly those related to designing and making. Religious education meets the requirements of the Locally Agreed Syllabus. The curriculum in the nursery and reception classes provides very good breadth and balance, which enable pupils to meet the nationally prescribed learning goals. At the time of the previous inspection the school the variation in the quality of planning was impeding the progress of some pupils. Since that time the school has improved the consistency of its medium-term planning and has used the recent national guidance to review the schemes of work for all subjects of the National Curriculum.
25. The school has suitable policies for health education, sex education, and education about drugs misuse. An agreed and adopted scheme of work for personal and social education has not yet been fully developed, although this important aspect of the curriculum is being taught as discrete lessons, as part of other subjects such as English and science, and through assemblies. Aspects of health education are taught appropriately through science, physical education and food technology. Sex education is also taught through science.
26. The curriculum provision for pupils with special educational needs is very good in the Foundation Stage and satisfactory for all other age groups. The school operates an effective system for identifying pupils who may need support, from the time they are admitted into the nursery. This has been enhanced by the use of training through the 'Early Intervention' programme to ensure that pupils are given appropriate support at the earliest opportunity. The quality of support provided by classroom assistants and other adults working with these pupils is often good. In classrooms where such support is not available, the match of work to the needs of pupils is not consistent across all classes, although in the best lessons it is good. Class teachers work closely with the co-ordinator for special educational needs in identifying pupils with learning needs and in writing learning targets for their individual education plans. However, the clarity of written targets is variable and teachers do not always make regular use of them when planning work for these individuals. The school makes good use of additional provision to support reading through its 'Reading Recovery' programme. Since the previous inspection, the school now ensures that pupils who are withdrawn for this or any other learning support, do not miss important aspects of the taught curriculum.

27. The range of provision of extra-curricular activities is good. This is an improvement since the previous inspection. After-school activities include football, drama, and dance. A recorder club and brass and woodwind lessons are also available.
28. The school uses planned visits well to enhance pupils' curricular experiences. These include visits to the local church, various museums, and an annual residential week in which pupils develop their skills in outdoor and environmental activities. Many visitors, including the local vicar, the police, members of the Fire Service and school nurse all contribute to pupils' awareness and understanding of their local community, and how they relate to it.
29. The overall provision for pupils' personal development is good. In the Foundation Stage provision for pupils' spiritual, moral, social and cultural education is very good. Pupils look carefully at nature – apples on a branch of a tree, signs of autumn displayed on a table, or snails and wonder at the colours and variety. They learn to take turns and to share equipment. They share snacks together and learn about the taste of new foods. They learn to dress and undress. Numerous visits and visitors extend their horizons. They visit a farm, the woods, the lifeboat station and the beach. They enjoy visits from the police, the fire brigade and the Royal Society for the Prevention of Cruelty to Animals. A visit to a local travel agents was the stimulus for a 'travel agents' in the role play area. Cultural diversity is celebrated by having black and white dolls, dressing-up clothes from other cultures and an interesting display of pictures, books and artefacts from the Sikh religion.
30. In Key Stages 1 and 2 the provision for spiritual development is satisfactory. The school has a clear ethos, which places high value on the worth of the individual and the need to care for each other. During collective worship pupils are given some time to reflect through prayer, but opportunities for reflection elsewhere during assemblies are insufficiently developed. However, during the best lessons, teachers provide occasions for pupils to experience wonder and excitement in their learning. Such was the case in a mixed Year 1/2 class as pupils observed the attempts of chosen pupils to program a wheeled robot to move accurately towards a placed object through a right angle turn. Pupils spontaneously cheered with admiration when this was achieved. In another mixed Year 1/2 class pupils gasped with horror at the extent of the disaster, when shown a picture of the Great Fire of London during a history lesson. In a Year 6 religious education lesson, when pupils visited their local church, they were asked by their teacher to "close their eyes and stop and think about the peace and tranquillity of the place". In her response to this experience, one pupil later said that she'd enjoyed most "the structure and the glory of the church".
31. The provision for moral development is good. The school's behaviour policy is well understood by pupils and consistently and thoughtfully applied by teachers. Through assembly, personal and social education lessons and religious education, pupils are encouraged to think about moral issues and to consider the differences between right and wrong. In one Year 6 lesson, pupils discussed with maturity the moral, health and social issues involved in smoking and responded well to the need to be strong when saying "no" to peer pressure. Pupils who are members of the School Council speak with maturity about their wish for pupils to 'get on' with each other, to care for younger pupils, and to work towards maintaining and improving the fabric of the school. Visitors teach pupils the importance of treating animals with care and respect. Teachers provide good role models for pupils, using praise and encouragement well in a majority of lessons. In a variety of contexts pupils are taught to respect others and to take care of property and equipment and they frequently display such attitudes throughout the school. In a 'celebration' assembly pupils showed great respect to their peers by

applauding those who had made finger puppets. Parents express satisfaction that their children know the school rules and that they are taught to respect and care for each other.

32. Pupils' social development is very well supported. Many opportunities are provided for pupils to work collaboratively in groups, in such subjects as physical education, music, science, art and information and communication technology. Through a good range of extra-curricular activities and visits pupils learn how to respond to others in different social settings and to make worthwhile contributions to the collective effort. In this respect the school's annual residential visit provides many opportunities for pupils to develop their social skills and to work as members of various teams in different settings. Many pupils respond very well to opportunities to act as monitors for assemblies and registration times.
33. The provision for cultural development is satisfactory. Religious education makes a useful contribution to pupils' understanding of other cultures through the teaching of customs, beliefs and values of different religions. However the opportunities to celebrate the diversity and richness of other cultures through such subjects as art and music are still under-developed. In their visit to local history and mining museums pupils had the opportunity to learn what it feels like to grow up in Victorian times and to withstand the unsafe conditions that miners had to endure. The school provides good opportunities for pupils to develop a good understanding of their local and national heritage through regular visits to museums and to local churches.

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

34. The school is successful in providing a safe, well organised, caring school in which pupils are confident to learn. Teachers know individual pupils very well, including those with special educational needs and they respond to them in a positive and supportive way. There are good procedures in place to ensure that the school is safe and secure and attention is paid to important details such as making all the doors 'finger safe'. The school has a Child Protection Policy that follows Local Education Authority guidelines. The headteacher is the designated person responsible, any concerns are referred to the appropriate agency and all staff are given basic training.
35. The school attendance registers are well kept. The Attendance Support Officer closely monitors pupil and class attendance. This close monitoring and effective communication with parents has resulted in improved attendance levels and in a reduction of unauthorised absence.
36. The school has developed the promotion of good behaviour since the previous inspection by encouraging pupils to assess and take responsibility for their own behaviour. This policy is working well and the behaviour throughout the school day is a strength of the school. The policy is understood by pupils and consistently implemented by staff who have high expectations of pupils' behaviour.

37. In the previous report a key issue was to establish assessment and recording procedures to monitor the progress of all pupils and to use the information gained to plan work that enables pupils of all abilities to make better progress. Since then good progress has been made in developing procedures for English, mathematics and science. In addition to the results of national tests and teacher assessments at the end of Key Stage 1 there are scheduled half-termly assessments for English and termly assessments for mathematics and science which feed into annual overall assessments. In English and mathematics optional national tests are used at the end of years 3, 4 and 5. Reading tests are also administered. Results of national tests are analysed to identify pupils who need more support. The analysis also indicates where teaching might need to be targeted, for example to develop the writing skills of pupils. In addition weekly assessments are made of pupils' achievement of the learning objectives in literacy and numeracy. However, assessments are still insufficiently used to inform planning in all lessons so that tasks can be matched to meet the needs of pupils. This restricts the progress of pupils. The school recognises and is taking steps to remedy this but it remains an area for improvement. There is no detailed assessment system for the other subjects. The school recognises that this needs to be rectified. The school has also developed a tracking system for one pupil of higher, middle and lower prior attainment from each year group for English, mathematics and science. The progress made by these pupils is analysed and generalised for the respective ability groups. In-service training has strengthened the assessment skills of teachers. Termly key stage meetings, where the English, mathematics and science work of pupils is jointly assessed, consolidate and develop assessment skills.

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

38. The school has established a good working relationship with the parents. Clear aims for all parties are documented in the Home/School Agreement. Parents are well informed by regular newsletters. The well presented school prospectus and the Annual Governors' Report comply with statutory requirements. Consultation evenings are held in autumn and summer so that parents can discuss their child's progress with teachers. Parents of children with special educational needs are regularly informed of their progress. The annual pupil reports have been improved since the previous inspection and they now give good detail on all subjects plus guidance on areas for improvement.
39. A good number of parents provides important support in the classroom and volunteers have been trained to operate as 'Better Reading Partners'. Teachers are considered by parents to be approachable and the school's "open door" policy gives all parents good opportunity to discuss any concerns they have. The school has an effective homework policy that helps pupils' learning and the majority of parents agree that the right amount of homework is given.
40. New parents are well informed by the nursery and reception class staff and there are good arrangements to support new pupils so that they make a good start to their school life. Pupils are well supported prior to transfer to the secondary school. The school action group is well organised and is very effective in providing the school with financial support. Parents are invited to join in the celebration of special assemblies and at church services.

41. In the inspection questionnaires parents were very supportive of the school. They liked the good teaching, the fact that children were expected to work hard and they felt comfortable in approaching the school. Some parents felt that the range of extra-curricular activities provided by the school was insufficient. The inspection findings are that the amount of extra-curricular activities is similar to that found in most schools of this size. Partnerships have improved since the last inspection.

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

42. Leadership and management are good. This is a very significant improvement since the previous inspection when the school was judged to have serious weaknesses. The leadership of the headteacher and the other members of the senior management team provides good educational direction for the school. The school benefits from the high quality leadership of the new headteacher. The senior management team meet weekly to discuss progress. The key document is the school improvement plan. The process by which this plan was compiled is an example of good leadership and management. The headteacher and governing body agreed the format, processes and time scale of the plan. Each teacher took part in drafting and, after discussion with the headteacher, re-drafting the priorities for their responsibilities. The same process applied to each teacher's personal action plan identifying their own contribution to the school and in-service training or other needs in order to fulfil this contribution. The school improvement plan is based on clear priorities that will address weaknesses and promote high standards of achievement. Governors have fulfilled their part in the process.
43. The issue of full entitlement for pupils with special educational needs in the previous report has been successfully addressed. The overall provision for pupils with special educational needs is well managed by the co-ordinator. Liaison between the co-ordinator, class teachers and classroom assistants is good. There is effective organisation and implementation of the identification, support and monitoring procedures. The predominant support is provided within the classroom although some withdrawal does occur in the form of 'Reading Recovery' and the 'Better Reading Partnership', and is very effective. The 'Reading Recovery' project and the 'Better Reading Partnership' initiatives are well organised and managed. Both contribute significantly to pupils' attainment in literacy.
44. The climate for learning in the school is very good. Everyone in the school communicates high expectations of behaviour and this is reflected in the very good behaviour of pupils. The commitment of staff to extending pupils' learning and raising standards is now good. The many changes in teaching staff has resulted in some subject leaders only being in place three weeks before the inspection but in those subjects that have received recent, focused attention, leadership is effective.
45. The governing body fulfils its statutory duties satisfactorily and is very supportive of the school. The governing body and the senior management team work closely together. Agreed shared aims, values and policies are widely communicated. A section of the school improvement plan relates to the governing body. The governing body has termly 'away days' when it meets with the headteacher and appropriate members of staff. The chair of governors is a regular visitor to the school and has a good understanding of the school's strengths and weaknesses. The governing body makes decisions about the budget in the context of the school improvement plan. Different, fully itemised options, prepared initially by the head teacher, are discussed before decisions are made.

46. The school monitors and evaluates its performance well. The senior management team is fully aware of the progress made since the previous inspection and of what still needs to be done to improve standards of teaching and learning. Clear priorities have been established to ensure that change is manageable and effective. Procedures for monitoring teaching are in place. The teaching of literacy and numeracy is monitored and lesson observation is being extended to other subjects with information and communication technology and science identified as priorities. The senior management team reviews the work of the school regularly and provides feedback to the chair of the governing body. The review feeds into the school improvement plan and leads to decisions about training needs of individual teachers or the staff as a whole, budget allocations and priorities for improvement.
47. The use of strategic resources is very good. The school's improvement plan is closely linked to the budget and is based on prudent financial management and on the priorities that have been identified. The refurbishment of the library and the provision of an information and communication technology suite are very good examples of this. Information and communication technology is used well in the day-to-day administration of the school and administrative staff are confident and competent in its use. The use of information and communication technology in lessons to support learning in a range of subjects is also good.
48. Monitoring of finances enables the head teacher and governors to have regular updates of spending to ensure that it is in line with budget allocations. The school uses additional grant money well, for example for additional literacy support and the information and communication technology provision, to support learning. This is having an increasing effect on standards. Recommendations made by the auditors are implemented. The headteacher and chair of governors have a good understanding of principles of best value and services and other purchases reflect the application of these principles.
49. There is a good level of suitably qualified teaching staff. Support staff are effectively deployed and support pupils' learning well. The school is in the early stages of developing a system of performance management and makes good use of funds for staff development. For example, all staff are now confident in the teaching and support of information and communication technology. Newly qualified teachers are supported well.
50. Accommodation is satisfactory overall. The school refurbishes the building as the budget and educational priorities permit. The caretaker and her staff clean the building to a high standard. The environment is enhanced by displays of work that reinforce learning and provide an interesting and pleasant place to work. The playground allows sufficient space for pupils to play safely although there is no field. Accommodation for nursery pupils is good and includes a secure, enclosed play area. Resources in the nursery are very good. Learning resources are satisfactory overall. In history and geography, resources are satisfactory only because the school makes good use of the resources available from the School Library Service and the School Museum Service. Educational visits also complement the resources available in school. The quality of fiction and non-fiction books in the library is good but the school is aware that the stock needs to be increased along with resources for group reading.

51. The school meets all statutory requirements. Very good progress has been made since the previous inspection, particularly in the quality of the leadership and management, the relationships within the school and between the school and the governing body. Given the below average level of attainment of pupils on entry, the effectiveness with which staffing, accommodation and learning resources are used, the quality of the leadership and management and the progress that pupils are now making, the school gives good value for money.

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

### **52. *Raise standards in mathematics in Key Stages 1 and 2 by:***

- *improving teacher expertise in the use of the National Numeracy Strategy;*
  - *using marking and assessment more effectively to plan work matched to pupils' needs;*
  - *raising expectations of the quality and quantity of written work to be completed in lessons;*
  - *developing skills of numeracy in other subjects.*
- (paragraphs 9, 21, 75-81, 88)

### ***Improve standards in writing in Key Stages 1 and 2 by:***

- *providing more opportunities for pupils to write at length for a variety of purposes;*
- *exploiting all opportunities for links with other subjects to support this;*
- *ensuring that handwriting and presentation skills are taught consistently throughout the school.*

(paragraphs 22, 61-74, 88)

### ***Implement the planned development of those subjects yet to receive focused attention in order to meet the latest National Curriculum requirements.***

(paragraphs 24, 90-98)

### ***Extend the use of the newly established assessment procedures at Key Stages 1 and 2 to those subjects where assessment is, as yet, undeveloped and use the results of assessment to focus more clearly on matching work to pupils' prior attainment.***

(paragraphs 37, 95, 98, 101, 106, 111)

These areas for improvement are securely contained within the school improvement planning.

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

Gain greater consistency in the writing of pupils' individual education plans.  
(paragraph 20)

Extend the opportunities within the curriculum to understand and celebrate the richness of cultural diversity.  
(paragraphs 83, 95)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	25%	40%	29%	5%	0%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	236
Number of full-time pupils eligible for free school meals		54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	12

### Attendance

Authorised absence	%
School data	5.3
National comparative data	5.4

Unauthorised absence	%
School data	1.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999 (1998)	24 (21)	12 (17)	36 (38)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17 (16)	15 (13)	19 (19)
	Girls	10 (15)	8 (14)	11 (15)
	Total	27 (31)	23 (27)	30 (34)
Percentage of pupils at NC level 2 or above	School	75 (82)	64 (71)	83 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 (15)	17 (18)	17 (20)
	Girls	9 (16)	9 (15)	9 (17)
	Total	26 (31)	26 (33)	26 (37)
Percentage of pupils at NC level 2 or above	School	72 (82)	72 (87)	72 (97)
	National	82 (80)	86 (78)	87 (85)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999 (1998)	15 (10)	27 (16)	42 (26)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8 (8)	7 (7)	7 (8)
	Girls	21 (11)	15 (7)	17 (11)
	Total	29 (19)	22 (14)	24 (19)
Percentage of pupils at NC level 4 or above	School	69 (73)	52 (54)	57 (73)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7 (6)	7 (7)	9 (6)
	Girls	21 (10)	20 (9)	20 (10)
	Total	28 (16)	27 (16)	29 (16)
Percentage of pupils at NC level 4 or above	School	67 (62)	64 (62)	69 (62)
	National	68 (65)	69 (65)	75 (71)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	202
Any other minority ethnic group	1

*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	1	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)	10.5
Number of pupils per qualified teacher	24.8
Average class size	29.5

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

Total number of education support staff	2
Total aggregate hours worked per week	60

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

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

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

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

### ***Financial information***

Financial year	1999/2000
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	£
Total income	461,852
Total expenditure	451,349
Expenditure per pupil	1,642
Balance brought forward from previous year	17,814
Balance carried forward to next year	28,317

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	114

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	7	1	0
My child is making good progress in school.	54	40	4	1	1
Behaviour in the school is good.	38	53	5	2	3
My child gets the right amount of work to do at home.	32	46	15	4	4
The teaching is good.	58	36	4	1	2
I am kept well informed about how my child is getting on.	48	35	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	5	2	0
The school expects my child to work hard and achieve his or her best.	64	29	4	1	2
The school works closely with parents.	40	44	11	4	1
The school is well led and managed.	38	44	10	2	7
The school is helping my child become mature and responsible.	51	44	3	0	3
The school provides an interesting range of activities outside lessons.	18	33	23	10	17

## **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**

53. The school has maintained the high quality of provision in the Foundation Stage of the school (nursery and reception classes) and this is a strength of the school. On entry to the nursery, pupils have a wide range of prior attainment but many are below average. Pupils begin nursery soon after they are three and attend for five half-day sessions per week. They enter full time in the reception class in either September or January. Reception class pupils are catered for in two classes of mixed reception and the very youngest Year 1 pupils. Their needs are well met because of the small size of the classes and by the teaching of English and mathematical skills in separate year groups. Pupils visit the nursery and reception classes with a parent before entry and the staggered start ensures that they settle well. Parents are encouraged to learn about the nursery and how young children develop.
54. Teaching in the Foundation Stage is very good. Teachers, nursery nurses and teaching assistants understand the needs of young children well. All plan and work together to ensure pupils' best welfare and progress. They interact well with children to support, question and develop speech and vocabulary skills. A quiet, gentle but firm approach ensures that pupils behave well and understand routines. Discussion is lively and much learning takes place through games. Assessment is well focused on the small steps of development and used well to plan work and activities. There is an appropriate balance between teacher-directed activities in groups and child-initiated work where they pursue current interests, develop creative and imaginative skills and experiment. Pupils with special educational needs are quickly identified and their needs are met very well. They make very good progress.
55. Provision for personal, social and emotional development is good. Pupils learn to relate to each other and to adults. They learn to share and take turns. The very good quality of teaching ensures that pupils develop confidence and independence. They learn about others in society; for example through a topic on the Sikh religion with appropriate artefacts, pictures and dressing up clothes. In the nursery they cook and prepare snacks and eat together. They learn to dress and undress and achieve this well by the end of this stage. They learn classroom routines and what is acceptable behaviour. In the nursery pupils know and respond to the playing of music that signals that it is time to gather together on the carpet with the teacher. By the end of the Foundation Stage most pupils can listen in a group session for an appropriate time and concentrate on tasks both set by the teacher and those chosen by themselves. Pupils make good progress in this aspect of learning and it prepares them well to begin work on the National Curriculum and to take an active part in the social life of the school.
56. The teaching of communications, language and literacy is very good and pupils make good progress, achieving the nationally expected levels by the end of the stage. In the nursery pupils develop language skills through role play, enjoying a 'travel agents', the home area or the 'office' for example. They learn the purpose of print, share books with adults and learn to use books sensibly by themselves. By the time they enter the reception class most pupils know 'title' and 'author' and that stories start at the front of the book. Even very young pupils are encouraged to predict what might be happening next in a book. This work is extended as they grow older and pupils join in the reading of a 'big book' together and begin to recognise words and phrases. At the beginning of the reception class most pupils recognise the sounds of many letters, particularly at the beginning of words and by the end of the year most pupils read at the expected level for

their age. Higher and average attaining pupils read simple books by themselves and know when they make a mistake. They tackle new words using sound and picture clues and the sense of the story. Lower attainers know some familiar words by sight and 'read' a book with an adult. Writing skills begin with many opportunities for mark making in the nursery. Pupils copy their name and letters and gradually their attempts to write letters and groups of letters represent some sounds. Pupils at the beginning of the reception class form letters in many ways such as tracing, copying, joining dots and using plasticene. By the end of the stage pupils write words and phrases and some are beginning to form simple sentences. There is a wide range of good quality fiction and non-fiction books and children are encouraged to take books home to share with others.

57. Pupils make good progress in mathematical development and teaching is very good. In the nursery all opportunities are taken to count and match. For example, the teacher asks, "How many spoons do we need to share the soup?" Number songs feature well and pupils quickly learn to count to ten and back in this way. The correct mathematical term 'zero' is also carefully taught from the earliest stage. Pupils play games and sing songs to learn to 'add on' and 'take away'. They know how many children can work in the sand or water where they learn concepts of volume and mass. Teachers and assistants carefully develop vocabulary and understanding of concepts such as 'more than', 'less than'. Pupils talk about and use shape and pattern in artwork and construction. They paint on different shaped paper and learn the names of shapes. They use the computer to put four items of clothing on a teddy. Skills continue to develop in the reception class. For example, a 'washing line' was skilfully used to develop concepts of 'between' and 'next to'. By the end of the stage most pupils attain in line with national expectations. Higher attaining pupils work with numbers well beyond ten and even the lower attaining pupils manage multiple patterns. The weakest area of attainment is in writing numerals and there are particular strengths in pattern work, using language to compare quantities and in using the vocabulary involving adding and subtracting.
58. Provision for knowledge and understanding of the world is a strong feature of this stage and teaching is very good. In the nursery pupils investigate the properties of materials such as wet and dry sand. They wonder at nature through visits and displays and are encouraged to look carefully at a branch of a tree with apples and leaves to paint what they see. They use computers and construction kits. They make models and collage pictures from 'junk' materials. They observe how substances change when mixed or heated when they take part in cooking. Many visits and visitors widen their horizons about the local area and the people who live there. They visit the lifeboat station, the woods and the farm. They welcome visitors from the police and the fire brigade, for example. In the reception classes experiences are extended further. Pupils use a programmable toy and more complex software on the computer. They develop scientific ideas and gain a sense of time in history. They learn about famous painters such as Van Gogh. By the end of the Foundation Stage pupils meet the early learning goals for this aspect well.

59. Progress and teaching in physical development are good. Nursery pupils use a secure outdoor area to develop skills and imagination with a large variety of good quality equipment. They run and jump, play with balls and hoops and build structures. They climb and balance. In indoor sessions in the hall they play circle games and dance and sing. They become increasingly aware of themselves and others and gain confidence in joining in and sharing. Even the youngest children know about safety on the benches and small box and are taught to jump off in a correct manner. In the reception class pupils use an increasing range of apparatus in the hall. They learn to get out the apparatus safely, the effects of exercise on the body and why they need to warm-up and cool-down. They use space well and are aware of how to use different parts of the body with confidence. They curl and stretch and land correctly when jumping. A strong feature of the nursery is the opportunity to use tools and apparatus with increasing skill. They use pencils, paintbrushes, scissors and other tools regularly and are taught how to hold them correctly. They use a variety of construction kits to make models, becoming increasingly adept in fitting parts together and in building structures. They use the 'mouse' to manipulate the cursor on a computer screen. By the end of the reception class, most pupils have reached the required learning goals.
60. The nursery provides a rich environment in which creative skills develop well. These skills are extended as pupils move through the reception class. Progress and teaching are very good. In the nursery pupils have many opportunities for role-play, imaginative play and creativity. A variety of artistic experiences such as painting, drawing, making patterns, collage and modelling ensures choice of media and materials and opportunity to experiment with texture and colour. Pupils look carefully at snails and draw what they see. They learn to mix paint and learn the names of colours. They build with blocks and make models with construction kits. During the inspection a few pupils experimented with large blocks to make a garage. They very quickly learned that it falls down if insufficiently supported. They sing with adults and experiment with a good range of musical instruments. They learn to keep time to simple songs. Music is used as a calming influence in the nursery and is the signal to gather as a group and listen. By the end of the stage pupils have extended their range of skills and understanding. For example, pastel, paint, collage and drawing with coloured pencils were used very effectively to create pictures in the style of Van Gogh. Most pupils at least meet the requirements of the national Early Learning Goals.

## ENGLISH

61. In 1999, the results of the national tests at the end of Key Stage 1 were below the national average in reading and well below the national average in writing. When compared with the results in similar schools, reading was broadly in line with the average and writing was well below. During the period 1996 to 1999 the attainment in reading and writing fluctuated. The attainment in reading improved whilst the attainment in writing declined. The unvalidated results for 2000 show that attainment in reading declined, but there was a small increase in the percentage of pupils who attained Level 2 or above in writing. The decline in the percentage of pupils who achieved Level 2 or above in reading is attributable to the number of pupils with special educational needs in the year group. Inspection evidence shows there is no significant difference in boys' and girls' performance in reading and writing. The inspection findings are that attainment in English at the end of Key Stage 1 is below national expectations because, although reading and speaking and listening are in line with national expectations, writing is well below at this stage of the year. The school is aware of this and initiatives are in place to improve matters.
62. The results of the 1999 tests in English at the end of Key Stage 2 were close to the

national average. When compared with similar schools the results were well above the average. Over the period 1996 to 1999 the performance in English fluctuated, but the trend was close to the national average. Variations from year to year are explained by the variations in the respective year groups and the differences in quality of the teaching at that time. Over the four year period there was no significant difference between the performance of boys and girls. Inspection evidence indicates that attainment in English of the present Year 6 is broadly in line with national expectations. The school came very close to achieving the challenging target set for 2000. The target for the current year has yet to be finalised. The provisional target is realistic but challenging. The school has maintained the standards identified in the previous report. Pupils make good progress in Key Stage 2.

63. The attainment of seven-year olds in speaking and listening is broadly in line with the national average and reflects the good progress they have made from when they enter the nursery. Pupils extend the range of vocabulary during discussions with the teacher and other pupils. They express themselves clearly, for example when giving a description of the 'Gingerbread Man' in response to questions from the teacher pretending to be a police officer. Pupils listen carefully to the teacher during the literacy hour and in all other lessons. The views and opinions of other pupils are treated with respect. Most pupils speak clearly though some are a little reluctant to speak in whole-class situations.
64. By the age of seven attainment in reading is broadly in line with national expectations. Pupils of above average and average attainment are reading independently, with confidence, and they generally correct themselves when they make a mistake. The use of expression is developing well. They have strategies for using the sounds of letters or groups of letters and use other textual clues to help with unfamiliar words. One pupil, when asked what she did when she came to an unknown word replied, 'I miss it out and go on. Then I go back to it and see if I know what it is.' She successfully put this strategy into practice when coming to the words 'obedient' and 'gnarled'. Pupils predict what will happen next in a story, talk about the main characters and retell the story with confidence. They are developing the necessary skills to use non-fiction books to find information. They know about the Dewey system and use it to locate a book on a particular topic. High attainers use the contents page, index and glossary either independently or with a little help. They read with enjoyment and enthusiasm. Pupils of all levels of attainment use the school's colour coding system when choosing books. Some pupils borrow books from the local library. Lower attaining pupils also have an enthusiasm for reading but read more hesitantly. They recognise fewer words but use picture and sound clues when they encounter words they do not recognise. They are developing confidence when reading.
65. The attainment of seven-year olds in writing is well below national expectations. Pupils are given a limited range of writing experiences and there are insufficient opportunities to write their own ideas. In Year 1 they retell stories such as 'Where is my teddy?' and compose simple poems. They write book reviews, for example on 'Once upon a time' by John Prater. They learn to sequence stories and write in the first person. They use labels and captions. Spelling of simple and more complex words by higher attainers is usually correct. Lower attaining pupils' writing is less detailed and less accurate. The handwriting skills of the higher and average attainers have progressed satisfactorily. Letters are evenly formed and joined. The handwriting of lower attainers is less even.
66. By the end of Key Stage 2 pupils' attainment in speaking and listening is in line with national expectations. Higher attainers are achieving above national expectations. All pupils at this key stage listen very well to their teachers. Pupils in Year 6 listened

intently to the guide when on a visit to a local museum. They asked appropriate questions that elicited further information from the guide. In a literacy hour pupils listened well to sentences reflecting suspense and anxiety that their peers had written in a group activity about a house fire. They explained which words in a passage from 'Kidnapped' by R.L. Stevenson created suspense and anxiety.

67. By the end of Key Stage 2 inspection evidence indicates that standards in reading are at least in line with national expectations. In the tests at the end of Key Stage 2 in 2000 all girls achieved the nationally expected Level 4 and almost half of them achieved Level 5. Seventy per cent of boys achieved Level 4 or above. The school is taking steps to provide more books that will capture the interest of boys and so raise their standards of achievement. The school promotes reading effectively and this has a good impact on pupils' attitude to reading and the level of achievement. All pupils in Key Stage 2 take books from school to read at home. What they read and their favourite author are influenced by the literacy hour. Books by Roald Dahl are popular because of this. Good progress is made throughout the key stage in reading with expression, in building on the number of words they know and in using a wider range of strategies for tackling new words. Higher attainers make use of contextual clues. Lower attainers are more likely to use the sounds of letters, breaking the word into syllables. They are also less able to predict what may happen next in a story. Some pupils are members of the local library. Average and higher attainers develop good strategies for choosing books. They look at the front cover to see the title, author and the cover illustration. They read the blurb and sometimes follow this by reading the first few sentences of the first chapter. All pupils keep a record of books they have read. These records usually contain comments made by parents and some, particularly those of the older pupils, contain comments written by the pupil. They also have the opportunity to write reviews of some of the books they read. Most pupils are able to use the Dewey classification system to locate non-fiction books. Pupils make steady progress through the key stage in using the contents page, index and glossary.
68. Attainment in writing at the end of Key Stage 2 is below national expectations but improving. Key skills are being learned systematically; for example punctuation using exclamation marks, question marks and speech marks. Some opportunities are provided for writing at length but this writing shows that pupils do not incorporate the range of skills taught in literacy lessons, particularly in other subjects to a sufficiently high standard. Pupils draft and re-draft their writing, often using information and communication technology. In preparation for a visit to a local museum, pupils read 'Ironstone Valley' by Theresa Thomlinson and then wrote in the style of the author. Handwriting is variable in quality. Higher attainers and average attainers write legibly and with clearly formed letters. The script of the average attainers is not so fluent or well joined. Spelling of simple and more complex words is usually accurate. The writing of lower attaining pupils has a more limited range of vocabulary, is less well structured and less well punctuated. Handwriting is not always easily legible and presentation is often poor. Spelling of simple words is accurate, but less accurate when words are more complex.
69. Opportunities are given to use literacy skills, particularly speaking and listening, in other subjects. In a Year 2 history lesson pupils listened attentively as the teacher read about the Great Fire of London. In a session with outside visitors – the British Telecom Roadshow – pupils from Years 4, 5 and 6 listened very attentively to explanations, instructions and play scenes. Pupils in Years 4 and 5 develop their research and note-taking skills when studying habitats in science. Pupils also research information when studying the Victorian period and record their findings using descriptive writing, labelling and captions. However, opportunities for writing at length in other subjects and links

between these and work in the literacy hour are insufficient for pupils to develop their skills to the best of their ability. Work in all subjects is often untidy.

70. In all classrooms reading is well promoted. Books in the classrooms and in the library are of good quality. Choosing fiction books in the library is made easier by the colour coding system that links books to National Curriculum attainment levels. The recently restocked library supports reading and research skills. Information books, thesauruses and dictionaries are easily accessible. Books are in good condition and up-to-date and the school seeks to add more books as funds allow. However, there are insufficient books for guided reading for pupils to have a book each. Other significant support for reading is provided through two recent initiatives. The 'Better Reading Partnership' initiative uses volunteers from the local community who are trained before working with individual pupils for fifteen minutes three times per week. The 'Reading Recovery Programme' is taught by a teacher trained in the assessment and teaching procedures required by this project to work with selected pupils individually to foster both reading and writing skills. Both of these initiatives are having a strong influence on raising standards of attainment in reading. The response of parents to their children being targeted for help through these initiatives is very supportive. Parents acknowledge not only an improvement in attainment but also a more positive attitude to books and confidence in their reading.
71. Behaviour in lessons is usually very good and never less than satisfactory. In both key stages pupils listen to their teachers, respond well in lessons, and work well individually and co-operatively in groups and pairs. Year 6 pupils, for example, shared with a partner an experience when they had been 'frightened for their life'. Pupils work hard in lessons, notably at the beginning and end of Key Stage 2, where they are well engaged in their learning and concentrate well.
72. The quality of teaching is good. It is good in 60 per cent of lessons. In Key Stage 1 teaching is good overall and never less than satisfactory. In Key Stage 2 teaching is good or better in 50 per cent of lessons. One lesson was unsatisfactory. Teaching at the beginning and end of this key stage is particularly effective. Teachers have a secure knowledge and understanding of the format and purpose of the National Literacy Strategy. Writing is now being addressed more firmly through improvements in strategies for guided writing. In the best lessons there is a clear thread that links each section of the lesson. The pace of lessons is good, as is the transition from one activity to another. The resources used are appropriate and stimulate learning. Good questioning skills are used effectively to recap previous learning and to challenge pupils' thinking. Tasks are well matched to prior attainment so that the needs of all pupils, including those with special educational needs, are met, and learning is promoted. In one lesson in Key Stage 2 pupils with special educational needs were using a word processing package to investigate words ending in 'ing' and 'ed'. In such lessons pupils are expected to work hard and learning is good. However, in some lessons teachers do not use assessments to match work to the ability of all pupils and their expectations of pupils is insufficiently high. This restricts learning and progress and is an issue that the school recognises and is beginning to tackle. The marking of written work is inconsistent. There was evidence of work being ticked as correct when this was not the case. Where pupils had been requested to finish a piece of work, this was not always ensured. In the best examples, marking was accurate, comments were constructive and encouraging and a target was set to promote improvement and foster pupils' confidence. The time at the end of lessons is usually used well to reinforce and assess learning. The skills that teachers use to interest pupils, their high expectations of behaviour and the way in which the activities are managed are supportive of good learning. Homework also makes a good contribution to pupils'

learning.

73. All classrooms and corridor areas contain displays that promote learning. In a Year 4 and 5 room there was a literacy board with suggestions for possible interesting starting sentences for a story. The Year 6 classroom has a prominently displayed literacy mission statement. There was also a 'Have a Go' activity that revised and extended work on spelling patterns.
74. The subject is now very well co-ordinated. The monitoring of planning and teaching, together with regular scrutiny of pupils' work, is improving the quality of teaching and learning. The reading initiatives are well managed and effective. Work has begun to tackle the issue of writing and is beginning to be effective. The co-ordinator provides a good role model for other teachers, including those from other schools. The school improvement plan has a very detailed section on English that clearly and correctly identifies priorities. A detailed analysis of end-of-key stage test results identifies areas where provision needs to be strengthened and aspects of the curriculum that need more attention. Writing has been correctly targeted as a key area for improvement. A key issue in the previous report related to the establishment of assessment and recording procedures to monitor the progress of all pupils and to use that information to plan work to enable all pupils to make better progress. This has been addressed. Progress of pupils is monitored carefully. Resources for literacy have been improved significantly since the previous inspection. The newly refurbished library area is well lit, has good shelving for storing books and has been almost totally restocked with fiction and non-fiction books of good quality. Additional literacy support for pupils with special educational needs in Year 3 is enhancing the learning opportunities for pupils and leading to good progress. Other initiatives that support literacy well include book fairs and welcoming children's authors in school.

## MATHEMATICS

75. In the 1999 National Curriculum assessments at the end of Key Stage 1 results were well below average when compared with national data and with similar schools. Results of tests in 2000 are much lower than in previous years. Inspection findings, based on lesson observations, work in pupils' books, and discussions with pupils are that the standards of pupils who are approaching the age of seven are securely in line with national expectations in all aspects of mathematics. The overall standards of pupils who have just passed the end of Key Stage 1 are well below national expectations. Effective additional support has been provided for these pupils to help them improve. In the assessments at the end of Key Stage 2 in 1999, results were also well below average when compared with national data and with similar schools. The number of pupils reaching the nationally expected level in 2000 is similar to results in 1998 and 1999, whereas national standards show a steady improvement. Almost half the pupils in the year group taking the tests in 2000 had special educational needs and had experienced some disruption in teaching through staff absence during Year 5. Inspection findings are that standards towards the end of Key Stage 2 are well below average. Targets set by the school for Key Stage 2 pupils to achieve in 2000 were too ambitious and the school is unlikely to reach the provisional, very high, target set for 2001. There are no significant differences between the performance of girls and boys in either key stage. Despite an overall decline in standards since the previous inspection, recent management of the situation is very good. Many initiatives are in place to improve standards, particularly those of the National Numeracy Strategy and this is demonstrated in the Improved standards in Key Stage 1.
76. All pupils approaching the age of seven, who are at the beginning of Year 2, have secure mental arithmetic skills. They are confident in working out simple addition and subtraction sums without writing them down. Those with high attainment remember some number facts and respond to questions very quickly. Those with low attainment work out answers correctly when given time. All pupils count up and down in tens and are beginning to understand counting in twos. Those with average and high attainment add and subtract with numbers beyond ten. They order numbers to 100 confidently. Those with low attainment occasionally make errors when they read two digit numbers backwards. All pupils name simple two and three-dimensional shapes. Too many pupils do not write figures carefully enough and sometimes reverse them.
77. Pupils approaching the age of eleven have unsatisfactory mental arithmetic skills. They do not know multiplication tables well enough. Those with high attainment do not respond to simple mental arithmetic questions quickly enough. Those with average attainment make many errors, even when given time. This is impeding progress in number work and pupils' ability to solve problems. Work in data handling, shape and space and problem solving is covered in lessons but those with average attainment forget skills they have met previously as they do not have the underlying understanding of earlier stages. Presentation of written work and of diagrams is not neat enough. In some classes there is too much unfinished work and pupils use mathematical notation incorrectly.

78. In mathematics lessons a suitable emphasis is placed on number. During the inspection little evidence was found of numeracy skills being used or developed in other subjects except in information and communication technology. Pupils use spreadsheets well to tabulate and calculate with numbers. Key mathematical vocabulary is identified in all lesson plans and used during the lessons. Pupils listen attentively to their teachers and each other. In the most effective lessons teachers draw explanations from the pupils, thus reinforcing number skills and developing speaking skills.
79. Pupils' attitudes and relationships with each other and their teachers are very good. Behaviour is almost always good and very good when the lessons are interesting and the work is matched to the needs of pupils. Pupils are polite and well mannered. On a few occasions pupils are lazy when they are working independently, or in groups and have not got the immediate attention of the teacher.
80. The quality of teaching is satisfactory overall. It is good or better in 44 per cent of lessons. It is good in Key Stage 1 and satisfactory in Key Stage 2. One unsatisfactory lesson occurred in the middle of Key Stage 2. Recently appointed teachers are having a positive effect on improving standards, particularly in Key Stage 1. Teachers have high expectations of pupils' behaviour and interest in whole class teaching and use praise and encouragement well. This makes pupils want to succeed. Classroom routines are well established even though it is early in the year and very little time is spent on pupils getting ready for a lesson or tidying up. Teachers have made a suitable start in using the National Numeracy Strategy, although in many lessons whole class teaching goes on for too long. In the mental arithmetic session teachers ask different levels of questions to ensure that all pupils take part in whole class activities. This was particularly obvious in a Year 3 lesson where pupils were learning to count in fives before learning to tell the time. However not all teachers have sufficient understanding of how to use pattern in number to help pupils learn strategies for calculating quickly. In the central part of the lesson all teachers make good use of practical resources to help pupils learn. Not enough emphasis is placed on individual tasks and the production of sufficient good quality, well presented written work. In the most effective lessons separate targets are set for different groups of pupils based on careful assessment of prior attainment through marking. This was particularly evident in a class for Years 1 and 2 pupils. Younger pupils and those with lower attainment used a number line to help them add and those with average and higher attainment subtracted numbers from 20, but the questions had different levels of difficulty. Work in pupils' books showed that the teacher understood the small steps needed to develop skills and understanding, and set work that helped all pupils make consistently good progress. Where teaching is least effective, independent activities for all pupils, regardless of age and prior attainment or special educational need, are too similar. Either those with high attainment are not challenged or those with low attainment are given work that is beyond their understanding. There is a lack of knowledge of what pupils know and can do and low expectations of what they should complete in a lesson. Marking is encouraging but not sufficiently accurate or used to move pupils on. Homework is used appropriately to reinforce skills. Where additional classroom support is available it is used well to support pupils with lower attainment, including those with special educational needs. Support in Year 3 is very effective and is improving standards.

81. The subject is well co-ordinated. There is a clear understanding of strengths and weaknesses and what needs to be done. Planning, teaching and standards of work are suitably monitored, although there is no formal recording of outcomes. Detailed analysis of pupils' performance in national tests is being used well to target provision in Years 3 and 6. Other assessment procedures are satisfactory. The school has rightly identified raising standards in mathematics as the priority area for development and is taking all the necessary steps to improve teaching and learning. Some intensive in-service training is planned. The school is now making progress and has the capacity and determination to improve results considerably.

## SCIENCE

82. In the 1999 teacher assessments at Key Stage 1, the percentage of pupils achieving the average Level 2 was well below the national average. At the end of Key Stage 2 national test results were well below average when compared with those nationally and in comparison with similar schools. The attainment of boys and girls was not significantly different. Over the 4 year period, 1996–1999, the average attainment has been inconsistent from one year to the next, although in 1996 and 1998 attainment was broadly in line with the national average. Unconfirmed results for the 2000 statutory assessments show that attainment at both key stages has been raised significantly. Inspection evidence indicates that by the end of Key Stage 1 the attainment of pupils is below national expectations but by the end of Key Stage 2 it is in line with national expectations. The difference between inspection observation and statutory assessment for pupils can be accounted for by improved teaching and better curriculum guidance and organisation, which have raised standards.
83. Only two lessons were observed in Key Stage 1, so judgements are based on an analysis of pupils' past work and teachers' planning. By the age of seven pupils make simple predictions and observations, as shown in an investigation into how light from a torch is reflected from various objects. Higher attaining pupils describe how to perform a fair test when doing this investigation. Most pupils record their work in picture and word form but have insufficient skills in measuring, estimating, and drawing graphs to illustrate their findings.
84. At the end of Key Stage 2 pupils are attaining in line with national expectations. By the age of 11, pupils have a satisfactory knowledge of the way forces act on various objects and they carry out investigations of the effects of different surfaces on movement. They draw diagrams to explain the directions in which forces act and how they can 'balance' other forces. They have a sound knowledge of what constitutes a fair test and apply it when carrying out an investigation into 'refraction' by observing an object in water. They are developing a satisfactory knowledge of plant and animal habitats and are beginning to use a variety of classification systems successfully. They have a good grasp of how to construct their own 'branching tree' keys using the computer when studying this topic.
85. In both key stages pupils are enthusiastic learners in most lessons. They mostly persevere when given a task and listen attentively. Many work well, both in group work situations and independently. Lower attaining pupils do not yet have sufficient confidence to ask questions when they do not understand and therefore begin investigations unclear about what they need to achieve. The overall progress of pupils is satisfactory, although in Key Stage 2 it is good at the beginning and the end of the key stage and in Key Stage 1 it is unsatisfactory. The older pupils make good progress in their study of forces, electricity, and liquids, gases and solids. They make sound progress in their investigative work, and in the quality and accuracy of their recorded

work. In Key Stage 1, the progress of higher attaining pupils is restricted by insufficiently challenging work. In a Year 1/2 lesson, involving the reflection of light from various surfaces, the task set was too simple for higher attaining pupils who had completed it quickly and then became easily distracted. Consequently they made insufficient progress in learning. Pupils with special educational needs make satisfactory progress in both key stages, although it is good when either the teacher or classroom assistant works closely with these pupils on tasks which are carefully planned to meet their learning needs.

86. Pupils' attitudes and behaviour during lessons are generally good. In Key Stage 2 the behaviour of pupils is invariably very good. They show respect for both their peers and adults. During practical work, they use equipment and resources carefully and enjoy working together. Health and safety aspects are carefully observed. Teachers have high expectations of pupil behaviour and manage pupils well. Because of this pupils respond well.
87. The quality of teaching is satisfactory. In the two lessons seen in Key Stage 1 it was satisfactory. The quality of teaching is satisfactory in Key Stage 2. It was very good in one lesson. In the most successful lessons teachers use their good subject knowledge to challenge pupils and assess their understanding with skilful questioning. In a Year 6 lesson pupils were investigating the nature of refraction. The teacher used her good knowledge to give a very effective explanation of why stars 'twinkled' as an introduction to the many every day effects of refraction. This was followed by a very effective demonstration of how a pencil 'bends' in water due to the same refractive effects. Pupils responded well to the teachers' enthusiasm and knowledge. They were keen to observe their own experiment when investigating how the appearance of a coloured counter changed when observed through various depths of water. In some lessons teachers are less confident in their subject knowledge and do not use questioning so successfully. In other lessons work is not sufficiently well matched to the needs of all pupils. In a lesson where pupils were learning how to produce 'keys' in order to classify different animal types two or three pupils were insufficiently clear about the word 'characteristic' and therefore made less progress in their group task. Another group of higher attaining pupils was insufficiently challenged when asked to find three characteristics for different animal species. As a result they marked time for several minutes towards the end of the group work. In a majority of lessons teachers plan their lessons and resources very effectively. The previous inspection indicated a weakness in the quality of medium-term planning and this has now been improved. In those lessons where classroom assistants or support staff are used they are usually well briefed and effective in assisting lower attaining pupils and those with special educational needs.
88. In many lessons pupils are encouraged to develop their oral skills through class discussion but insufficient opportunities are provided to develop pupils' ability to write for different purposes and the quality of presentation is sometimes poor. Practical work provides insufficient opportunity for pupils to develop a range of measuring skills and graphical recording. The school is beginning to make good use of information and communication technology to enhance pupils' skills of data handling and data retrieval.

89. The co-ordinator has only recently taken up his responsibility and has carried out an audit of resources, which match, in range and quantity, the needs of the National Curriculum. The quality of resources was judged unsatisfactory at the time of the previous inspection and this is an improvement. There has been insufficient staff development to support the new curricular materials fully but the school plans to address this in the near future. Insufficient monitoring of teaching and learning currently takes place although it is recognised as a need in the school's improvement plan. Procedures for systematic assessment have recently been introduced with the new curriculum but assessment data is not yet being used effectively to influence future planning.

## **ART AND DESIGN AND MUSIC**

90. No judgement is given on standards in these subjects. This is because limited time has been given to music and art and design in the past two years when the school priorities were to raise standards in English, science and information and communication technology. This means that standards and provision cannot be realistically compared with those at the time of the previous inspection. The school is now following the most recent subject guidance and developing pupils' skills and creativity. Half-termly plans for each class clearly show that a range of skills will be taught and experiences will be given to all pupils in all classes this academic year. Older pupils have the opportunity to take brass or woodwind lessons taught by specialists or to learn to play a recorder.
91. Very little art and design work was available for scrutiny, and almost all end-of-key stage work was below that expected for pupils' ages. The range of media used was very limited and included no moulding or three-dimensional work. By the end of Key Stage 1 pupils mix paint and know that adding white changes the shade. They apply a colour wash, and imitate the style of Van Gogh. In Key Stage 2 experiences in different classes have been very variable. Some pupils in Year 5, for example, use charcoal and chalk at a level appropriate for their age. They know something about local artists such as the photographer Sutcliffe. They try to obtain a similar effect as that obtained in sepia photographs using other media. They know how to sketch in a light outline and use smudging techniques for effect. Pupils in the present Year 6 have fewer skills.
92. Pupils do not sing well enough throughout the school. They often do not sing the first few words of hymns or songs. By the end of Key Stage 1 pupils know the names of, and how to handle, a small range of untuned percussion. They join in some of the words of familiar hymns keeping the correct time. By the end of Key Stage 2 pupils handle a variety of percussion instruments correctly and combine sounds to express a mood. They listen to different styles of music and discuss the lyrics, for example the ironstone mining songs. They are beginning to identify different layers and sing simple rounds.
93. Attitudes to art and music are good. Pupils treat equipment with respect. They take responsibility for getting things out and clearing away and do not waste time. In both subjects pupils co-operate well. For example in music in Year 5, groups of pupils worked together to create sounds to represent a painting.

94. Insufficient lessons were seen in Key Stage 1 to make a judgement on teaching in either subject. The limited teaching observed is good in Key Stage 2 in both art and music. Teachers are planning individual lessons carefully. Good use is made of the most recent subject guidance to select areas of development for each half term. However this guidance has not yet been adapted to suit the needs of the school, to ensure that the full range of experiences are provided and to support those teachers who have weaknesses in subject expertise. Teachers manage pupils and resources very well. In the best music lessons teachers are enthusiastic. Even when there are weaknesses in musical knowledge they are well prepared, communicate their enthusiasm to the pupils and achieve the targets set for the lesson. In singing, not enough attention is given to breathing, posture, diction, or pitch, particularly in hymn practice. In the most effective art lessons resources used suit the age of pupils and encourage them to modify and improve their work. For example pupils Year 3 produced several sketches before completing their paintings and looked carefully at the proportions of their friends' faces to try to improve their drawings. However on some occasions, owing to the teacher's lack of subject knowledge, resources and activities are not appropriate and pupils make little progress in learning. Listening and speaking skills are developed well in both subjects. Pupils with special educational needs take a full and active part in all lessons and make similar progress to others.
95. A newly appointed co-ordinator for the arts has not yet had time to establish her role, and as yet, there are no monitoring or evaluation systems in place. A good range of new reference books supports the teaching of art but there is a lack of some basic resources such as drawing pencils. Art from cultures other than Western European is under-represented. There is sufficient untuned percussion to support learning in music. There are insufficient good quality tuned percussion instruments and keyboards to meet the demands of the curriculum. The variety of music from different cultures and of different styles for pupils to listen is also insufficient. Subject action planning is well thought out and includes a resource audit to identify specific weaknesses. Both subjects make a satisfactory contribution to spiritual and cultural development.

## **DESIGN AND TECHNOLOGY**

96. Only one lesson was observed in each key stage during the inspection. Judgements are based largely on an analysis of pupils' past work and teachers' planning. The progress of pupils through Key Stage 1 is satisfactory but in Key Stage 2 it is unsatisfactory as too little time has been allocated in the past. This is now being rectified. Direct comparison with standards at the time of the previous report is unrealistic owing to the concentration on the National Literacy and Numeracy Strategies. By the age of seven pupils use appropriate materials and careful stitching and cutting techniques to make felt finger puppets from thoughtful and colourful designs. They complete their designs having considered the steps involved, the purpose of the puppet and the type of materials required. They also know how to use construction apparatus effectively to build a range of imaginative structures. By the age of 11 pupils design a Tudor House from reclaimed materials, linking this with their studies in history. In Year 6 pupils design slippers, taking account of their function and materials required. In the same year pupils construct a straw tower in their investigation of the strength of structures of particular shapes and sizes. In Year 4/5 classes pupils use their observation and evaluation skills when taking apart an electric torch with a view to designing one themselves. In a Year 3 class pupils observe and draw various picture frames from different perspectives, noting features of shape, strength and stability. These are all of a satisfactory standard. The experience of pupils in designing for, and using a range of materials such as wood and plastic, is

limited, as are their knowledge and experience of using a range of cutting and shaping tools and joining methods. By the age of 11 pupils also have insufficient knowledge and experience of the use of construction apparatus for the design of structures and powered vehicles. In food technology pupils design a salad and know why it is a healthy meal. They also know how to make biscuits and to design appropriate packaging for them.

97. Too few lessons were observed to make judgements about the quality of teaching overall. In the two lessons seen pupils clearly enjoyed their work, showing attentiveness during explanations and concentration and perseverance when drawing their designs or making. They work well in pairs or groups and share equipment and materials well. They are invariably well behaved.
98. In the previous inspection concern was raised that there was no policy or completed scheme of work for the subject. This weakness has now been addressed satisfactorily. The curriculum has been reviewed recently by the co-ordinator to take account of the latest national guidance. This new document provides the necessary support to staff, who are already beginning to make use of it. Time allocations have been improved. Resources have been improved recently although there are still insufficient materials and tools to provide the necessary range and choice for pupils to succeed at a high enough level. Procedures for assessment are not yet in use although plans have been made to introduce them soon.

## **GEOGRAPHY**

99. There was insufficient evidence during the inspection to make any judgements about standards of attainment nor about improvement since the previous inspection. However, from evidence from a Year 6 display and visit to a local ironstone museum, pupils are judged to make satisfactory progress.
100. In the one lesson observed in Key Stage 1 teaching was good. The teacher used an imaginative approach to help pupils gain an understanding of hot and cold places. Well-phrased questions challenged pupils to think about differences between, for example, this country and Spain. In their responses some pupils were able to draw on their holiday experiences. Resources, including a soft toy – ‘Barney Bear’ - a globe, atlases and holiday brochures, were good and supported learning well. Pupils were interested, listened attentively throughout and were able to answer the questions using appropriate phrases and simple sentences. Behaviour was good. One pupil was selected from those volunteering to take ‘Barney Bear’ and a notebook home for the weekend to record any interesting places visited with parents. Evidence from a ‘Barney Bear’ diary from last year indicates that this enables pupils to acquire knowledge and understanding of different features of places. The strategies used by the teacher ensured that progress during the lesson was good. No teaching was observed in Key Stage 2.
101. The co-ordinator recently left and there is an acting co-ordinator until a new appointment is made. The scheme of work is based on the latest national guidance and meets the requirements of the National Curriculum. However, this has not yet been fully adapted to ensure a properly balanced approach. Resources are adequate. Books, many of them new, in the non-fiction section of the library supplement study packs. Resources loaned by the School Library Service and educational visits also support the teaching and learning. Year 6 pupils study a contrasting environment in the course of a residential visit to a Local Education Authority centre. The school has

some information and communication technology software to support pupils' learning. There is, as yet, no assessment procedure in place. The school is aware of what needs to be done and is taking steps to ensure the necessary provision.

## HISTORY

102. Inspection evidence indicates that the standards of attainment at the end of both key stages are in line with expected levels. The school has maintained the standards of attainment since the previous inspection. Pupils, including those with special educational needs, make satisfactory progress in both key stages.
103. By the end of Key Stage 1 pupils have begun to develop a sense of the past and its difference from the present. Through their study of the topic 'Victorians' they are aware of differences in dress, eating habits and schools of today and in Victorian times. They learn key vocabulary including 'then', 'now', 'old', 'new', 'chronological order' and 'time-line'. In Key Stage 2 pupils learn about ancient civilisations, the Victorians and the history of the local area. This aspect is particularly strong. When they revisit a topic, work is planned so that they take their learning forward.
104. Pupils have a good attitude to history. They listen attentively, are keen to respond to questions and concentrate well on the set tasks. On an educational visit to a local ironstone mining museum Year 6 pupils listened very attentively to the guide and asked appropriate questions that elicited further information. Behaviour is never less than good and on the educational visit was very good.
105. Teaching is good in both key stages. Planning is also good. Teachers manage pupils well and support the learning of lower attaining pupils by working with them and checking that they are sure of their task. Some teachers match the level of work to pupils' differing prior attainment but this practice is inconsistent. Teachers have a secure level of knowledge and understanding of the subject that promotes learning well. Resources are used well. In a Year 1/2 lesson on the Great Fire of London, the text read by the teacher was at an appropriate level for the higher attaining pupils. Good use of questioning and explanation ensured that all pupils understood. The illustrations brought gasps of wonder from the pupils. Teaching makes good use of educational visits, for example to museums, churches and castles. Pupils in Year 6 made good progress in their learning during the visit to the ironstone museum. The teacher had prepared pupils well by work already undertaken in school. The best teaching takes opportunities to use tasks to consolidate learning in other subjects. In a Year 4/5 class pupils were required to include dialogue in their writing about Victorian artefacts. Dialogue had featured in literacy teaching earlier in the week. Year 6 pupils incorporated history into a music lesson by singing the songs of ironstone miners. Information and communication technology is insufficiently used to support learning.
106. The co-ordinator is a newly qualified teacher. Her knowledge and understanding are appropriate for this subject. She has drawn up an appropriate action plan in relation to resources, the scheme of work and in-service training for staff in order to improve teaching and learning. The scheme of work is based on the latest national guidance but has not been adapted to gain a balance of curriculum coverage, knowledge and skills. Assessment procedures are not yet in place although the school is aware of the need to implement these as soon as possible. Resources are adequate to meet National Curriculum requirements. This is only so because resources loaned by the School Library Service and Museum Service and educational visits also support the teaching of history. Books, many of them new, in the non-fiction section of the library supplement resource packs. However, resources, such as information and

communication technology programs and video recordings do not yet play a part in promoting learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

107. At the time of the previous inspection the attainment of pupils at the end of Key Stage 1 was below national expectations, and by the end of Key Stage 2 it was well below. Since then significant improvements have been achieved with the result that by the end of both key stages pupils' attainment is now in line with the expected levels. By the age of seven pupils use a word processor to write simple text for stories and information. Pupils have a sound knowledge of the keyboard and describe what they are doing when using the various 'toolbar' icons of the software. They know that a computer is used to control things and can write commands which enable a programmable toy to move and turn in different directions. In one mixed Year 1/2 lesson pupils successfully programmed the 'turtle' to move through a right angle to touch an object on the carpet. The progress of pupils in Key Stage 1 is good. They make steady gains in their knowledge and use of the keyboard and its functions. They are becoming aware of the scope of word processing and data base software and are learning how a variety of picture images can be manipulated to give different effects. They make satisfactory gains in their knowledge of how things can be controlled and in programming a simple device using appropriate commands.
108. By the age of 11, pupils show confidence in the use of the word processor and format their work in a variety of ways using different fonts and sizes of text. Year 6 pupils put this to good effect when producing creative writing linked to their study of local ironstone mines. They use a 'spell check' device for their written work and manipulate text when editing their work. They use a CD-ROM encyclopaedia to research various topics and extract chosen information in the printed form. In a Year 4/5 lesson, pupils working in groups in science used the encyclopaedia software competently to extract information about animal types during a lesson about classification systems. In another class pupils used branching data bases well to extend work on classification in science. Pupils have a sound understanding of how to create and use a spreadsheet. Year 6 pupils used their knowledge effectively to compare the output of various ironstone mines in an extension of previous work. Pupils' understanding and knowledge of how things are controlled by computer are satisfactory. They carefully use appropriate software to create a variety of complex shapes, making effective use of mathematical knowledge of angles and shape. By the age of 11 pupils have increased their knowledge of keyboard and computer functions using the 'Windows' environment, and are making progress in using simple data bases to store, collate and retrieve data for use in other subjects such as mathematics and science. They make sound progress in their knowledge of controlling devices using the computer. Pupils with special educational needs make equivalent progress to that of their peers and there is no difference between the attainment of boys and girls.

109. Pupils are eager to improve their skills on the computer and show interest in their work in both key stages. They are careful when handling computers and show care to go through appropriate 'logging on' and 'close down' procedures to protect the machines and software. They work well with their peers, taking turns at the keyboard, patiently where necessary, and show good listening skills when teachers are giving explanations. They invariably behave very well during lessons.
110. Teaching in both key stages is good although the quality in Key Stage 2 is more variable with 75 per cent of lessons being good or better and 25 per cent satisfactory. At the time of the previous inspection teaching was weak because of a 'lack of confidence and knowledge'. There has been a substantial improvement. Teachers now work with both confidence and enjoyment. Most teachers give clear instructions at the beginning of a lesson, based on a good knowledge of the capabilities of the software and computers. They organise and manage the pupils well and use opportunities for whole class teaching points whilst pupils are using the networked computers. In a Year 1/2 lesson pupils were learning how to program the small robot on the carpet. The teacher gave good, clear instructions of what was expected, based on her sound knowledge of the machine and the pupils' prior attainment. In response, pupils showed enthusiasm and confidence when using their skills to program the robot. They showed perseverance and concentration throughout the lesson. A parent helper was used very effectively, and consequently more pupils received personal attention when they needed it and lower attaining pupils maintained interest in the task. In a Year 4/5 class pupils used a new software package to construct a branching data base to link with their work on classification in science. The teacher gave a clear introduction and used questioning skills well. He used his very good knowledge of the software through very effective discussion with each group as he monitored their progress. As a result, all pupils made good progress in constructing and using their databases. All teachers have high expectations of pupil behaviour and attainment and use praise skilfully. Pupils respond to the encouragement and are eager to try and improve their skills and knowledge.
111. The curriculum is based on a combination of guidance from the Local Education Authority and the latest national guidance. It provides good opportunities for pupils to develop the appropriate skills. This is a considerable improvement since the previous inspection. Formal assessment procedures are not yet in place. The co-ordinator has kept staff informed and is aware of the need to put into place suitable monitoring procedures. The lack of resources was a weakness at the time of the previous inspection report. The head teacher and governors have worked hard to provide excellent hardware throughout the school, including a very well equipped and furnished computer suite, which is used effectively by all pupils. The improvement in resources is having a significant effect on learning and attainment.

## **PHYSICAL EDUCATION**

112. Few lessons were observed during the inspection but these, discussion with staff and a scrutiny of planning indicate that the school has maintained levels of attainment expected of pupils in this age range since the previous inspection. By the end of Key Stage 1 pupils balance, jump and use space effectively. They listen to music and move to reflect its mood. By the end of Key Stage 2 pupils have extended their skills. They understand attack and defence aspects of small team games. They have satisfactory skills in passing and catching a ball. Pupils in Years 4 and 5 develop a simple sequence of movements and understand balance on different parts of the body. All pupils know the effect of exercise on the body and the importance of warming-up and cooling-down. Pupils in Years 2 and 3 learn to swim and by the end of the last

academic year most pupils in Year 3 could swim the required 25 metres and a few pupils in Year 2 achieved this.

113. Too few lessons were seen to make a judgement on the quality of teaching. All lessons observed followed a suitable format with clear warm-up and cool-down sessions. All health and safety precautions were observed. In general the pace of lessons was satisfactory but in one lesson pupils spent too much time waiting to participate in a game and there was an imbalance between teacher explanation and demonstration and the amount of time pupils spent in activity. Pupils work together to produce a sequence of movements. They co-operate in team games and take turns. Competitive sports, fun runs and sports days support personal and social development. Teachers have clear expectations of good behaviour and this ensures that lessons take place safely.
114. The co-ordinator is newly appointed and as yet has had little time to influence the subject. New subject guidance is being used but this has yet to be adapted to the specific needs of the school. This is an improvement since the previous inspection. Resources are satisfactory for a variety of activity but the smallness of the hall limits some indoor work. The school has no playing field of its own but has regular access to other facilities. The school has a football club and last year pupils in Years 4, 5 and 6 benefited from an outside cricket coach to improve their skills.

## **RELIGIOUS EDUCATION**

115. Pupils at the end of both key stages attain standards in line with those required by the Locally Agreed Syllabus and all make satisfactory progress in their learning. The whole school planning now reflects the Locally Agreed Syllabus and this is an improvement since the previous inspection. Few lessons were seen during the inspection but evidence was taken from discussion with the co-ordinator, a scrutiny of pupils' work and scrutiny of the co-ordinator's file. During their time in school, pupils study Christianity and two of the world's main religions - Judaism and the Sikh faith. At times pupils also learn something of other world faiths such as Hinduism.
116. By the age of seven, pupils listen well to stories such as 'The Prodigal Son' and try to think what each person in the story might be feeling. They use satisfactory speaking and listening skills to do this and higher and average attaining pupils begin to write their thoughts. Pupils of this age have learned the main facts about the Sikh way of worship and know the names of some artefacts associated with this way of life. By the age of eleven, pupils learn more stories from the Bible. They retell the story of the 'Good Samaritan' and relate this to life today by listing ways to be a 'Samaritan'. They learn the main festivals and beliefs of Judaism. During the inspection pupils in Year 6 were studying local religious buildings and making comparisons between a local Baptist Church and the Anglican Church next to the school. They made useful observations during a visit and asked a visitor from the church sensible questions. Pupils in Year 3 learned some facts about the Bible and why Christians value this. They know that other faiths also have 'Holy Books' and how to respect differences between faiths.

117. During the inspection, two visitors were involved in lessons and Year 6 pupils visited the local church. At all times pupils were polite and very well behaved. They showed good interest in their work and made links with learning in other subjects. This was shown when they examined the ironstone in the church walls and used learning from their local studies to explore why this was there.
118. Too few lessons were observed to make a judgement on teaching. Visitors took some lessons. A scrutiny of planning indicates that teachers are secure in teaching the subject and it is well linked to what pupils experience in their lives. Teaching is good when lessons are carefully linked to other subjects such as local history and geography and when there are planned links to develop literacy skills as demonstrated by the work in Year 6. Although good use is made of support from, and visits to, local churches, the school does not yet provide visits and visitors to enhance pupils' learning about the other world faiths studied.
119. The subject is co-ordinated very enthusiastically and well. There is a very clear view of how the subject can develop further. The portfolio of examples of pupils' work is a good start in developing assessment procedures and in guiding future planning. Since the previous inspection, the school has improved its resources and artefacts to support understanding of all faiths studied. There is a suitable range of good quality books to support the subject. The subject makes a satisfactory contribution to pupils' personal, spiritual, moral, social and cultural development.